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ABSTRACT

An interest in learning the characteristics and self-images of successful women administrators and how they attained their current career levels led to a survey of 112 women administrators from 12 large Midwestern urban school districts and 3 Midwestern educational laboratories. This report draft reviews the literature concerning women managers: their personal characteristics, varied role combinations, role models, motivations, and supporting influences. The survey instrument design and the methodology for selecting the participants (a 64 percent response rate was received for 172 mailed questionnaires) are explained. The data are not analyzed beyond responses to 71 questions shown in numbers or percentages. Responses to a self-rating quiz on personality traits are illustrated by graphs. In the final section a completed survey presents a profile of the average respondent. The report ends with a bibliography; information on the sponsor of the research, CEMREL, Inc., and the Training Program for Minorities and Women (TPMW); copies of the cover and reminder letters sent to survey participants; and a reprint of the survey instrument. (MLF)

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A Research Study of Selected Successful Women Administrators in the Educational Field

by
Karen Temmen

July, 1982

Training Program for Minorities and Women

EA 015 155

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A. Information on CEMREL, Inc., and the TPMW.

B. Copy of cover letter and reminder letter sent to survey participants.

C. Reprint of Survey Instrument Used

I. INTRODUCTION

"An investigation of selected successful women administrators in the educational field." What are the questions really being asked here in this report? They are:

1. What are the characteristics of the women in this successful administrators category being studied?
2. How does this group of women see themselves on subjective measures concerning their own personalities?
3. How did this group of administrators attain the levels they are currently at in their careers?
4. How do these women feel about where they are and how they got there?

These basic questions are what led this researcher to do this study. Of course, these actual questions were never asked, but the carefully constructed survey instrument aims to collect enough data from current successful administrators to answer these questions and portray a general profile.

The "universe" was limited to women in the field of education, specifically 12 large urban school districts and three educational laboratories that serve the midwest region of the United States. More detailed information on how the sample population was derived will be given later in this report.

First-hand primary research was desired in this case to give the research intern the opportunity to learn and experience all phases of a research design and development project. Also, the unique methodology used to collect names

and encourage participation from the subjects studied, enabled the researcher to ask, previously unasked, rather candid and personal questions with a fairly high rate of return. It was therefore thought that this report might be a contribution to the current state of the knowledge in this area.

The study, administered during the Spring of 1981, was sponsored through CEMREL, Inc., an educational laboratory for research and development supported by the National Institute of Education, and located in St. Louis, Missouri. The author participated as an intern in the Training Program for Minorities and Women from September 1980 through September 1981. This study is the outcome of that year of training and technical assistance, as well as further assistance to the intern during the actual study and writing of the report. See Appendix A for more information on CEMREL, Inc. and the Training Program for Minorities and Women project.

II. REVIEW OF RELATED LITERATURE

A. Similar Studies, Methods of Study, and Variety of Responses

Searching and reading the literature in this field helped more than anything else to focus on the problem and narrow its scope of study. The literature reported here very much agrees with the categories so succinctly set up by Ronnie Kurchner-Hawkins in her paper, "Resources for Women in Management." (Kurchner-Hawkins, 1980). She categorizes materials primarily in the following way:

1. self-help;
2. report of factual information;
3. psychology of women;
4. research
   a. experimental,
   b. case study.

Kurchner-Hawkins mentions as her first category of women's literature, the self-help type materials which provide the reader with courses of action. These are the "how to" or "guide to" books on managerial success. These are generally without a research base, but rather a personal opinion account. The reports of factual information (Kurchner-Hawkins second category) are materials which are primarily descriptive in nature. They provide factual information that describes behavior, actions, or the current state of affairs. This type of literature is where this research report would primarily fit in. It describes the personal attributes of women currently holding top management positions. The largest portion of literature reviewed

for this report was descriptive in nature. The third category of women in management literature that Kurchner-Hawkins reviews deals with the psychology of women. These materials include reports and research on sex role socialization. Kurchner-Hawkins points out, after her review of this literature that, "Women in the organizational contexts are rarely discussed." Findings in this review agree with this, and that is exactly why the line of questioning in this research project was pursued.

The last literature category discussed by Kurchner-Hawkins is that of research literature. She states that there are three basic research orientations in the field of women in management literature. The first is sex difference research. This is one area not given much time to review, as it was felt "off the track" of this research focus. The second research orientation is that of sex role research. This focus has very much new research which was found quite relative and interesting. Kurchner-Hawkins states here that,

> The basic premise of this type of writing is that females in managerial positions experience a conflict between their sex role and occupational role, i.e., trying to be feminine and trying to be a successful manager.

Even more conflicts than just trying to be feminine are investigated in the literature, but the basic premise here is very accurate.

Finally, the last research orientation is focused on managerial behaviors. Kurchner-Hawkins feels that "this orientation is least apparent in the literature since it is directed at understanding managerial behavior first and

foremost." Attempts have been made, however, to understand managerial behavior by looking at the factual information (descriptive) about managers and then drawing conclusions from that data in an effort to understand. This method is the one employed here in this research report.

Women in management has become an increasing topic of interest over the last 20 years as the numbers of women in the labor force have continued to grow. Much of what has been written however did not specifically answer this researcher's questions about what the successful women were really like and how they made it to the top. Therefore, it was decided to keep the vision narrowed to that search. In the process there have been excluded several very important, but in this case, peripheral issues. The issues not dealt with being: 1) comparative studies of how women and men compare in the management statistics, 2) the psychology of male managers as it relates to female managers, and 3) the implementation of and problems occuring thereafter of various types of affirmative action programs.

As stated earlier, searching through the literature helped to narrow the focus and ask those questions through this research which were not adequately or fully answered in the literature.

But what did the literature offer? Primarily, it served as a support mechanism to verify that the interests I had were legitimate and it broadened the outlook on where this final data will lie in the field.

What appears to be the most similar research study to the one reported here is one done by Eli Ginzberg and Alice Yohalem in 1963-64. (Ginzberg & Yohalem, 1966). They conducted a mail questionnaire follow-up study on the female fellowship winners from Columbia University. They received a total of 311 responses. The full data from the questionnaires was reported in their first book, Life Styles of Educated Women. Their second book which was examined here in greater detail, Educated American Women: Self Portraits, was compiled directly from those women's comments on the questionnaire who provided information in excess of what was asked for. The two-volume approach to reporting all the data was very interesting. In this study also, there were several respondents who, when answering questions, wrote out in the margins and on the backs of the page, providing much more information than was asked for. They painted self portraits of themselves in this manner just as those women did in Ginzberg and Yohalem's book. In the concluding chapter of the book the authors make the following comments.

> One of the most striking facts about these self-portraits is their great variety. In view of the fact that these women are members of a select minority of all women, one might anticipate greater similarity, yet diversity is characteristic of this group as well as from the larger group from which they were selected.

Although the case histories were indeed diverse, they fall enough into patterns that the authors have categorized them the following ways: 1) the planners, 2) the recasters, 3) the adapters, and 4) the unsettled. Ginzberg and Yohalem feel that the chances of this group of women and other highly educated women for surmounting hardships and being satisfied is very high because they are aware enough to continually "seek the means to new solutions."

Also on the subject of diversity in successful women, Mary Bunting, a contributing author in Ruth Kundsin's book, Women and Success: The Anatomy of Achievement, (Bunting, 1974) writes this:

> I am impressed...by the many differences in the backgrounds and life pattern of professional women. Clearly, one must be very careful about generalizations, recognize them as hypotheses, and verify each with care before using it to predict the performance of individuals.

This researcher took these latter words to heart when reporting the research data and drawing very careful conclusions.

In addition to these studies, another project similar to the research done here was conducted by Patricia Feulner in 1979. (Feulner, 1979). Feulner reported a "social-psychological" study of women in the professions. Her sample consisted of 173 returned questionnaires (65% return rate) from a group of attorneys, university professors, and physicians. Feulner's return rate was excellent, considering it was an even longer questionnaire than the one used in this research project. The three areas she covered in her study were: 1) personality characteristics, 2) role orientations, and 3) marriage patterns.

B. Personal Characteristics of Upper Management Personnel

This is one area where there are quite a few references to be located in the literature. All but one resource cited here deals with women in management literature. The one exception is a "self-help" type of book by Joseph Fox, which was popular in the mid-seventies. (Fox, 1976). Fox's book, Executive Qualities, lists the following as important categories.

Emotional Maturity, Independence,
Realism, Courage, Ambition,
Insistence, Willpower, Empathy,
Cheerfulness, Reliance and Durability.

Marion Wood, as a contributing author for B. Stead's, Women in Management, (Wood, 1978) conducted interviews with 100 women in the Los Angeles area in 1977 who were currently holding management positions. Her primary question was, "What does it take for a women to make it in management?" The interviews yielded these ten top characteristics:

Competence, Education, Realism, Aggressiveness,
Self-Confidence, Career-mindedness, Femininity,
Strategy, Support of an influential male, Uniqueness.

Note that the report of the literature reviewed in this section, Personal Characteristics of Upper Management Personnel is not by any means meant to relay those characteristics which will or will not render a person success. They are all subjective measures by those people surveyed for their personal opinions. The following warning is meant to be heeded here. L. Putnam and J. S. Heinen, also contributing editors to Stead's Women in Management, (Putnam & Heinen, 1978) state:

> After many years of research the trait approach has failed to differentiate between effective and ineffective leaders. Now, many people seem to be reviving that theory for women managers though it is unsupported for male managers.

In a survey report done for the American Management Association in 1977, Martha Burrow asked the question, What needs to be done to develop women managers? (Burrow, 1978). The respondents in this survey cited as their primary concern, creating a positive self image for women managers. Comments

included: emphasize self-esteem, ridance of fear, and developing self-confidence.

Another study done in 1979 (Survey: Attitudes toward Women as School District Administrators, 1980) looked at attitudes toward women specifically as school district administrators. The general thrust of the survey was directed toward the question of whether the attitudes of those persons responsible for hiring school district administrators could be effecting the professional opportunities for women in this field. The survey was conducted and funded as part of the Women's Educational Equity Act Program. In the primary survey instrument, one of the three major factors centered on "personality characteristics that are seen as important to success in a managerial role."

In reporting data from that section of the survey, the effective administrators descriptors most often chosen were: conscientious, sensitive to the needs of others, reliable, adaptable, and tactful. The survey reporters make this interesting note:

> Those descriptors were chosen more often than terms like assertive and willing to take risks, which were also included on the list and would seem to reflect more closely the traditionally used traits.

In another book also entitled Women and Management, Douglas Basil reports the results of a mail questionnaire administered in 1971. (Basil, 1972). Respondents totaling 316 answered profile questions which included their age, education, marital status, work experience, and family background (father, mother, and spouse's education and occupation).

One part of Basil's reported data which is relevant here is a "Ranking In Importance of Certain Personal Characteristics as Requirements for Upper Management as Seen by Women." These are the results of that survey question.

Emotional Stability	93%
Decisiveness	92%
Consistency and Objectivity	90%
Perception and Empathy	88%
Loyalty	87%
Interest in People	85%
Creativity	79%
Attention to Detail	31%

Regardless of what personal characteristics seem important in management, many of the writers in the field continue to stress the issue of self confidence. Carolyn Burkhardt, in her 1979 book entitled, Survival Strategies for Women Admistrators, (Burkhardt, 1979) pulls together various treatises of advice and counsel from many women administrators who have made it to the top of their organizations and are doing well. One person who she quotes concerning the issue of having self confidence is Barbara Johnson in an article she wrote about women as marketers. (Johnson, 1977). Johnson writes, "It is important for women to learn to accurately assess their own strengths and weaknesses and to modify career goals accordingly." This comment reaffirms an earlier quote from Ginzberg and Yohalem concerning the fact that the women who do make it "to the top" are continually seeking means to new solutions as each new situation or stumbling block arises.

C. Varied Role Combinations for Women

Common sense and experience tell us today's woman more than ever is faced with

many role combinations. What are some of the statistics? In March 1980, 57% of all women with children under age 18 were in the labor force. (Employment in Perspective: Working Women, 1980). Of all women over age 16 in the country, 52% were in the work force at the first quarter of 1981. ("Women Lead First-Quarter Increase in Employment.", 1981).

So how do women handle the varied roles of career person, wife, mother, housekeeper? The literature provides us with some of the answers. In an article in the February 20, 1981 Education Daily, some "coping" strategies are discussed by the members of the women's caucus of the American Association of School Administrators. ("The Superintendency: It's Still a Man's Game," 1981) Both Anne Campbell, Nebraska Commissioner of Education and Ruth Love, Superintendent of Chicago Public Schools, said it is very important for working women to organize their own support system. Campbell attends a monthly breakfast with other professional women and says, "You have to learn your own style and use it." She further noted that all women who make it have had help along the way and she was encouraged by the increasing tendency of women in high positions to help each other.

Lois W. Hoffman, in an article she wrote concerning the professional woman as mother, gives us a fairly positive view of role combining for women as she sees it. (Hoffman, 1974). She says that the woman who has combined her career with marriage and children has had a life with much more variety. When growing older, this kind of woman experiences not "simply a diminution of her

powers, but instead she has experienced greater flexibility in responding to the various possibilities that life offers at different stages in the life cycle. To many, it seems a more fulfiling life."

Another view of varied role combinations comes out of a book about sex, career, and family which was published in London in 1971. (Fogarty, Rapaport, & Rapaport, 1971). Michael Fogarty and Robert and Rhona Rapaport have some very interesting comments in their chapter entitled, "Jobs at the Top: The Case for a Special Study." They have this to say:

> High personal commitment to work and heavy demands from the job raise problems for family life, especially in the case of married women with children. These problems press all the harder because, as the present study has confirmed, women qualified at this high level tend to be particularly conscientous mothers and particularly aware of findings by research...about the danger to children from lack of maternal care in their first years. On the other hand, women working at high levels have exceptional resources for dealing with their family problems. They are by definition people of high intelligence, usually highly educated, and likely, seeing the sort of work that they do, to be capable organizers. Women in this position are likely to be earning substantial salaries or profits themselves, and their husbands may well be doing likewise...Money, if not exactly the answer to all family problems, does certainly oil the wheels in matters such as housing, home help and maintenance, shopping, transportation, and holidays.

The literature cited thus far represents a fairly positive view for role combining. However, there are the "realists" and the pessimists in the field. Here are some different viewpoints.

Amelie Rorty is a contributing author in Ruddick and Daniels, Working It Out: 23 Women Writers, Artists, Scientists, and Scholars talk about

Their Lives and Work. (Rorty, 1977). She says this about role combinations:

> Heavily scheduled women have little time for the sheer contemplative delight that, in ways we do not yet understand, give life to thought, gives it form and perhaps originality. Of course decent self-respecting professional men can and do take on all sorts of domestic resposibility; but it is always their choice to do so, an act of generosity on their part, and it contributes to self-esteem. In the traditional division of labor, the women are assigned daily, nagging responsibilities for jobs that are never done. There is no rest from them or esteem attached to them...Women provide the necessities, and in our society, the necessities are the very least of what we expect. Those who provide them, therefore, gain the very least of our respect.

Catherine Marshall has developed her own name for women's varied role combinations. In her July 1981 article entitled, "Organizational Policy and Women's Socialization in Administration," she discusses, "Female Career Role Strain." (Marshall, 1981). She defines this as the extra expenditure of time, thought, energy, loyalty, and commitment to a career, conflicting and straining with the cultural definitions of women's roles. Marshall further states that a period of transition from culturally defined women's roles to the self-defined woman is a process that is essential to go through to gain mobility for women in administration. Unfortunately this period of time called transition is often characterized by feelings of anxiety, confusion, anger, isolation, and guilt.

Another definition for varied role combinations other than female career role stain is set forth in an article by Jane Anderson where she deals with psychological determinants in women and success. (Anderson, 1974).

Anderson talks about women being regarded as deviant. If a woman chooses to make a serious professional commitment, she is considered a deviant case by the standard of what is considered normal in her society. Now this article was written in 1973. Nine years later in 1982 this case for deviancy may not hold true. Anderson notes that a very important factor in determining success for women is their ability to function autonomously. She defines this as, "...a person's ability to provide positive feedback to oneself when the environment is indifferent or oppositional." One factor in providing for this ability is, as Anderson speculates, birth order and the number of siblings in one's family. She sees these things as having an influence on a person's early sense of feeling good about oneself.

D. Role Models and Motivation

Role models for women in management are not as available as they are to men in the same positions. Adrienne Rich, in an article concerning working conditions for women, (Rich, 1977) writes, "Most women, it seems, have gone through their travails in a kind of spiritual isolation, alone both in the present and in ignorance of their place in any female tradition." However, women as administrators in education do have some tradition and possibly more role models than any other field in the business world.

In a recently published report, Elizabeth Hansot and David Tyack from Stanford University wrote about women's historical position in educational administration. (Hansot & Tyack, 1981). Their paper examines the grounds for

Ella Flagg Young's optimism when, in 1909, as superintendent of schools in Chicago, she predicted that women would soon predominate in school administration. Young's prediction did of course prove to be wrong. After a short-term increase of women in certain administrative positions, men "not only retained their near monopoly of top positions but actually regained seats once occupied by women." Ella Flagg Young herself is a very notable example of a role model for women in educational leadership positions. Why wasn't Young's optimism realized? Hansot and Tyack speculate that the "systematic limitation of opportunities for women" came about because more and more, men did not want women as their supervisors. Where the job required supervising other males, men predominated in those positions. Women were more likely to be found in roles where they dealt mostly with other women and with children.

Of course, the "battle" for women to gain more top administrative positions in education is still on. As more women attain those positions, role models will be more plentiful as well as higher motivation for women to try for those positions. The March 1981 sex discrimination lawsuit in Los Angeles which was won by the plaintiffs Szewiola and Joyce against the Los Angeles Unified School District will provide many more opportunities for women to be promoted into higher administrative jobs. ("Los Angeles Schools Agree to Hiring Goals for Women", 1981). The attorney for the plaintiffs, Richard Grey, said "The future looks really bright in Los Angeles and other school districts for women who have gone along and not achieved the level they thought they might." Phyllis Cheng, director of the school's Commission for Sex Equity, said,

"Considering the new administration's stance on women's equity, and considering all of the defeats of women's issues, this is a huge victory." So in the years ahead, perhaps there will be more women role models.

Lee Smith, in an article she wrote, "What's It Like for Women Executives?" (Smith, 1978) questions the real need for role models at all. She says, "...there is a danger in exaggerating the difficulties of women in the corporate world. Many women, for example, dismiss the importace of the female 'role model'." Smith quotes in her article Dorothy Gregg, Vice President for Communications at Celanese Corporation. Gregg says, "I'm not sure that some of our role models shouldn't be men. And for that matter, women can be role models for men as well."

Is the issue of motivation for female executives any different than for male executives? In a report based on four studies, author John Herrick says no. (Herrick, 1977). He writes, "Females do not seem to be significantly different from males in their perceptions of needs." Herrick presents a hierarchy of needs fulfillment as the description of motivation, much like Maslow's original motivation theory. Those needs as stated here being, 1) self-actualization, 2) autonomy, 3) esteem, 4) socialization, and 5) security.

One highly motivated female administrator in the government of New York City recently shared her tactics for success at a seminar held at Hunter College in New York City on "Building Careers in a Time of Fiscal Restraint." (Bennetts, 1981). The well attended conference was co-sponsored by the Center for Women

in Government, the New York City Women Advisors Program, and the Women's Studies Program at Hunter College. Joan Miles shared her own 25 years of experience in city government as a way of giving some most practical advice. Miles is currently the Chief of the Bureau of Management and Accounting Systems in the Office of City Comptroller. She said, "I put myself out to learn everything I could whether it was my business or not. I tried to make myself indispensable to whomever I was working for. I volunteered for jobs nobody else wanted to do, and I took every Civil Service exam that came along." It appears that Miles would be a good role model for women managers. She offers some very real concrete suggestions and advice.

E. Supporting Influences on Successful Women

Supporting influences can be categorized primarily in two ways--people and programs. In the people category, Mary Bunting, in her article cited earlier, has some interesting comments. (Bunting, 1974). She says,

> "...a generalization in which I feel some confidence is the importance of the backing that their husbands gave to our panel of successful women. It is no accident that so high a proportion of married women who have successful careers do enjoy such support. What can we do in education to produce more such husbands?...In our eagerness to free women for leadership we need not forget the importance of supporting roles."

The data reported later in this research study, supports Bunting's comments about married women. What other kinds of people can be supporting influences? In a kind of twist in the question, we can give it a new answer. Women who work, especially those in high status positions, are their

own best supporting influence. According to recent psychological research reports on working women (Albin, 1981), Dr. Grace Baruch and Dr. Rosalind Burnett from Wellesley College found that:

- "Women who work enjoy greater self-esteem and suffer less anxiety and depression than women who do not work."
- "Those (women) in high status occupations showed a greater sense of mastery--a feeling of control over what is important to them--than other women."
- "The women with the highest rates of life satisfaction had both families and high prestige jobs."

Other supporting influences for women in their careers are various programs designed to specifically help them.

Douglas W. Bray, in an article concerned with "Identifying Managerial Talent in Women," (Bray, 1977) discusses a program called the Assessment Center. The program for each applicant is two full days at the center using methods to simulate real life managerial situations. The program has worked well to accomplish their goals--assesesing managerial talent.

Elizabeth Hatch and Robert Foley report on an extensive program for women entitled, "A Guide to Developing Educational Leadership Potential." (Hatch & Foley, 1979). Specifically relevant here is the sponsorship program which they describe as a program designed to formalize, legitimize, and intervene in the presently informal "old boy" network of administrative succession. Hatch

and Foley quote Leonard A. Valverde's study done in the Los Angeles Unified School District in 1974. Valverde has written his report with several conclusions that have implications for the administrative advancement of women and minorities. One important point he makes about sponsorship is that if a person does not announce for "candidacy" of sponsorship, chances of being selected are greatly diminished. Making your intentions known is very important.

Hatch and Foley's monograph is based upon the authors' experiences in five Iowa school districts. It describes an effective program for encouraging women and other minorities to become school administrators. In their program, the first thing done is to administer a "Survey of Educational Administrative Aspirations." It is interesting to note the similarities in the subjective measures in this instrument and the "Women Administrators Profile Survey" reported in this study. (Questions #54-79 particularly).

Another area of supporting influences on women administrators is the concept of mentorship which combines the influence of people and programs. To have a mentor is a very informal program, but the experience is common enough to assign it characteristics. A mentor is most commonly defined as a trusted counselor or guide, effective leader, role model, or one who offers career guidance. This definition is given by Judith Cook and Kendra Bonnett in a very comprehensive annotated bibliiography on mentorship published recently. (Cook & Bonnett, 1981). They report, "Heightened interest in women's careers

is evidenced by numerous articles proposing mentorship as a strategy for solving the unique problems that women face and for helping them reach their career goals."

The literature reviewed here reports information concerning women managers; their personal characteristics, varied role combinations, role models, motivations and supporting influences. With these areas in mind, let us now turn to this particular group of 112 women administrators, and look at their profiles as reported in this study.

III. METHODOLOGY

A. Sample Population

The 112 women studied in this research project represent 12 large urban school districts in the midwest and 3 educational laboratories that serve those midwest states. Specifically, the school districts were: Chicago, Cincinnati, Columbus, Des Moines, Detroit, Kansas City, Memphis, Milwaukee, Minneapolis, Omaha, St. Louis, Wichita.

The educational laboratories represented by women in the study were: CEMREL, Inc., Appalachia Educational Laboratory, Inc., and McREL.

The determining factors for inclusion in the study were for the school districts: 1) one of the top 10-20 women administrators at the central administration office (at or around the director level), or 2) a female principal, building administrator, whose school had a large enough population whereby her position would be equal in stature to the central office administrators named. The criteria for inclusion in the sample from educational laboratories were those top women (up to 10) who were full-time project directors within the laboratory. Once the criteria were set then came the procurement of names.

The names for each school district were given to this project director per verbal request to the person at or beyond director level who represents that

city in CEMREL's Urban Education Network. The directors were personally known to this researcher and when called upon for help in supplying the correct names for this project, were all extremely cooperative and helpful. The Network person's name was used in the cover letter to potential survey participants. It is speculated that this is one of the reasons for a good (64%) return rate in the questionnaire. The letter recipient could identify that name, as a respected person in the district who wished for their cooperation. The participant names from the three educational laboratories were procured also by personal contacts, by the researcher, at each location.

Originally it was hoped that 175 names could be collected for the mail questionnaire. The actual number mailed out was 172. 110 completed questionnaires were returned (64% return rate) and tabulated along with two transcribed oral interviews which followed almost the same format as the mail-out questionnaire. Each city and educational laboratory was represented in the completed surveys returned. The following list reports the number of returned surveys from each location.

Chicago:	1	AEL, Inc.:	2
Cincinnati:	11	CEMREL, Inc.:	7
Columbus:	10	McREL:	1
Des Moines:	8		
Detroit:	13		
Kansas City:	10	Location Unknown: (person blocked out code number)	1
Memphis:	7		
Milwaukee:	15		
Minneapolis:	5		
Omaha:	7		
St. Louis:	10		
Wichita:	4	TOTAL: 112	

B. Research Design/Procedures

After the sample population criteria had been determined and names were procured, many school districts had their own control mechanisms to go through before a research project could be conducted in their area of jurisdiction. In one city, the procedure was most formal. A request was made to receive a packet entitled "Request for Approval from the Research and Evaluation Department to Conduct Research Study in the --- Public Schools." The appropriate forms were filled out, and after telephone consultation with the Director of the Research and Evaluation Department, the forms were returned along with extra copies of the mail-out questionnaire and the actual envelopes addressed to the various administrators in that area. Those envelopes were then distributed by that office after the project and the questionnaire were approved.

In another city, a copy of the questionnaire along with a letter of explanation was requested by the Assistant Superintendent, Division of Planning, Development, and Consultative Services. Verbal approval was then given on the phone for the mail-out packets to be distributed directly to the participants. In another city, the control came in the concern over the cover letter used to adddress the survey participants. Before the Urban Education Network representative (who is also Assistant Superintendent for Curriculum) would release the names for his district, he wanted to hear the cover letter that was to be used. After hearing that, and offering a few minor suggestions for revision, his district could then be included in the survey. In four

other school districts the survey envelopes were sent to the network representative first, and then they were distributed from that office after they had received extra copies of the survey instrument and the cover letter used. Three of these district representatives were also directors of the Division of Research for their districts, and one was an assistant district superintendent overseeing human rights. Thus the controls in the research project were exhibited and used.

Before the questionnaire even got to the stage of presenting it to the district staff, it was reviewed by six people other than the author and tried out in oral interviews with two female project directors at CEMREL. It went through numerous revisions. The questionnaire is original text. A particularly helpful reference that was used, however, in preparing it was the following: Robinson and Shaver, Measures of Social Psychological Attitudes (1973).

Prior to the preparation of the questionnaire, there were several preliminary steps taken in the research design. As a part of the formal training offered by the Training Program for Minorities and Women at CEMREL, the third and final week was designed to give interns the opportunity to work with a variety of consultants on their research projects. That week was spent getting the various (and diverse) opinions of the consultants on how to refine the research plan. Objectives were clarified that week, and shortly thereafter the project got underway.

The first task was to get the questions ready for the personal interviews. The interviews were held as a trial for the survey design. The interviews were then conducted and work continued on the revision of the survey instrument, with input from the six reviewers. At the same time this revision work was occuring, the procedure for the collection of names was also taking place. Since it was spring, time was beginning to be an important factor in getting the questionnaire mailed out in time that it could be completed and returned before the end of the school term (keeping the schedule of the building administrators in mind).

A cover letter was written, revised, reviewed and revised again to go to all receivers of the questionnaire. Final packets for mailing included: 1) cover letter, 2) questionnaire, 3) postage-paid return envelope for the questionnaire, 4) one-page form to be completed asking participant if she would like to receive a copy of the final report, and 5) another postage-paid envelope for that form. A copy of the cover letter can be found in Appendix B. Each of the 172 questionnaires had a code letter and number at the top of page one to enable the intern to "check it in" when received back. After a reasonable amount of time had elapsed, a reminder letter and another questionnaire was sent out to all participants (who received direct mailing the first time) who had not yet returned their completed surveys. A copy of the reminder letter can also be found in Appendix B.

The final procedure of the research design (before the writing of the report) was to tabulate the data received. Forms for recording data were designed and the work was completed.

The return rate, data tabulation, and findings are all discussed in the next section of this report, Results of the Survey.

IV. RESULTS OF THE SURVEY

A. Discussion of Return Rate

Given the length and personal nature of the questionnaire, the relatively high return rate (64%) was most surprising and gratifying to this project director. Three of the survey participants made complimentary comments about the questionnaire. One person wrote at the end of the survey, on the last page, "Thank you! It was interesting to participate! Good luck in your research!" Another person wrote, in a separate letter of apology for being later than the deadline, "I do apologize, however, and hope that my answers can be of help to you. It is an excellent way to check perceptions and I would like to thank you for the opportunity to reflect and look into the 'how and whys' on both the professional and personal level." A third person wrote at the end of her survey, "I appreciate the opportunity to think about these issues and organize my thoughts." In the midst of the daily "grind" of tabulating data, these comments certainly had a most uplifting effect. Detailed records were kept of methodology of determining sample population, various revisions and considerations made in writing the cover letter and reminder letter, and dates listed of returned surveys. This information can all be used in a future study to analyze this return rate to a fuller degree.

B. Data Analysis and Reporting Procedures

For the purposes of this study, we will consider these women as one group. The researcher is very aware of all the opportunities to categorize data in

various ways, to look at characteristics of certain sub-groups, but the scope of that work is too broad to be encompassed here. It is hoped that those kinds of detailed analysis can be done in a later study. The data was tabulated in such a way as to facilitate this type of cross-reference analyzation at a later date.

For our purposes here, this data is generally being reported in a fashion that is most easily understood by the reader, and leaves the reader to draw his or her own conclusions.

C. Findings

Each question will be reported on separately in the order of appearance in the survey instrument used. (See Appendix C).

The reader may note, if interested in reading all of the findings from each of the 79 questions that there are no data reported on 9 questions. When examining the survey once again in an effort to report the data it was found that those questions were found to be extraneous. The questions and answers can be used to answer these basic general questions that were the influence of the survey and study development.

1. What are the characteristics of the women in this successful administrators category? What are they like as a group?
2. How does this group see themselves on subjective measures concerning their own personalities?
3. How did this group of administrators attain the levels they are currently at in their careers?
4. How do these women feel about where they are and how they got there?

With these "mega-questions" in mind, let us look at the results. Please note the percentages reported will not always add up to 100% due to rounding.

QUESTION #1. "Full Title:_____"

These general types of categories include all of the 112 individual titles.

23%	Principal
22%	Director
21%	Assistant ____
13%	Supervisor
10%	Coordinator
5%	Associate ____
3%	Specialist
3%	Manager
1%	Superintendent

QUESTION #2. Education. Please indicate highest level attained.

1%	High school diploma
3%	Completed some college, no degree awarded
-	2 year Associate Degree
-	Almost a Bachelors Degree
2%	Bachelors Degree
3%	Some graduate credit earned
4%	Masters Degree
52%	Some post-Masters course work
13%	Have Certificate of Advanced Study or A.B.D.
21%	Ph.D. or Ed.D. awarded
3%	Other, educational specialist

QUESTION #3. What was the sequence of your schooling?

9%	Went straight through as a full-time student until current degree attained.
60%	Completed an earlier degree, then continued school on a part-time basis.
8%	Part-time study, followed by full time.
1%	Currently enrolled, or have been enrolled in course work within the last year to complete needed degree.
21%*	Other arrangement.*
2%	No answer.

*Of this 21% who had written "other arrangement" some repeated themes are listed as follows:

4%	Completed degree, but currently enrolled in additional course work.
4%	Completed earlier degree, worked, then returned to school full time.
4%	Completed earlier degree, then continued on a part-time basis, then returned to school full time.
8%	Had other, very individual arrangements.

QUESTION #4. If there were any breaks in that schooling sequence, how long were they and what got you started again?

Length of breaks	
13%	1-2 year break
15%	3-5 year break
11%	6-9 year break
14%	10-14 year break
13%	15+ year break
26%	No breaks
5%	Other answer
3%	No answer

If there were breaks, What got you started again?

There were 86 total answers on this. Following are listed the major repeated themes in the answers and the frequency that those responses were given.

12	Recognized opportunity for promotion if advanced degree obtained.
11	Desire to change field.
9	Personal interest, just wanted the degree.
6	Scholarship/fellowship offered.
5	Needed an update, a refresher.
4	Youngest child entered school.
4	Additional credits needed for (re)certification.
17	Respondent gave reasons why their schooling was delayed.
8	Other, individual answers.

QUESTION #5. Level of education required in your current position.

54%	Is it the same as you now have? (YES)
39%	Does it require <u>less</u> formal education that you have? (YES)
4%	Does it require <u>more</u> formal education? (YES)
2%	Other.

QUESTION #6. Is there any more formal education you could receive that would specifically help you to advance in your career even further?

45%	No.
54%	Yes. If yes, what?*
1%	No answer.

*61 answers were received here. All respondents who answered yes also filled in this blank. Major repeated themes, and their frequency, were as follows:

32	Ph.D.
8	Business related course
6	Special certificate
4	Additional graduate courses
2	Increased technical skills
9	Other, individual answers

QUESTION #7. Was there any time in your career that you felt under, or over qualified for your position at the time?

53%	A. No.
13%	B. Yes, underqualified
30%	C. Yes, overqualified
4%	Marked B and C

QUESTION #8. If you answered yes on the previous question, what (if anything) did you do about that situation?

53 answers were received on this question. Major repeated themes and their frequency were as follows:

15	Took additional course work.
10	Sought a promotion.
8	Applied for a different position.
6	Took on more responsibility.
6	Worked harder on the job.
3	Became involved in other professional activities.
2	Did nothing.
3	Other, individual responses.

QUESTION #9. Current salary range.

0	$10,000 - $14,000
2%	$15,000 - $19,000
4%	$20,000 - $24,000
28%	$25,000 - $29,000
28%	$30,000 - $34,000
17%	$35,000 - $39,000
20%	$40,000 - $49,000
3%	$50,000 - $59,000
0	Over $60,000

QUESTION #10. Racial and Ethnic background.

A. Racial Background

57%	White/Caucasian
38%	Black/Afro-American
1%	Indian
1%	Hispanic
1%	"American"
2%	No answer

B. Ethnic Background (Note: these categories are the respondents own wording.)

22	American
12	Anglo Saxon
5	Protestant
3	Swedish
3	Jewish
1	Mid-western
1	Southener
1	Irish
1	Irish/Catholic
1	Irish/English
2	Irish/Scotch
1	Irish/Greek
2	German
1	German/English
1	German/French
3	German/Irish
1	German/Polish
2	German/Scotch
1	Cherokee Indian

QUESTION #11. What professional and personal journals and tabloids do you read? Please indicate with an * which items listed are purely personal.

	Professional Journals (5 or more people mentioned these)
59	Phi Delta Kappan
34	Educational Leadership
18	NASSP Journal
16	Education Digest
13	Psychology Today
10	Principal
10	Reading Teacher
10	Executive Educator
9	Today's Education
8	The American School Board Journal
7	Educational Researcher
7	NEA Journal
6	Elementary Principal
6	Learning
6	Harvard Ed Review
5	Delta Kappa Gamma Bulletin
5	ASCD Journal
5	Education Daily

There were an additional 149 other journals mentioned (but were not repeated by 5 other people).

	Personal Journals/Tabloids (5 or more people mentioned these)
23	Time
15	Ebony
13	Reader's Digest
13	Newsweek
12	National Geographic
10	Smithsonian
10	Wall Street Journal
10	Savvy
9	Better Homes & Gardens
7	U.S. News & World Report
6	Working Woman
6	New Yorker
6	Changing Times
6	MS.
6	New Woman
5	Consumer Reports
5	Ladies Home Journal
5	McCalls
32	State and local newspapers and magazines

There were an additional 78 other journals mentioned (but they were not repeated by 5 other people).

QUESTION #12. In what age group do you belong?

0	20-24	19%	45-49
0	25-29	23%	50-54
4%	30-34	13%	55-59
11%	35-39	13%	60-64
16%	40-44	0	65-70

QUESTION #13. Current family status.

18%	Single	16%	Divorced
58%	Married	6%	Widowed
2%	Separated	0	Unmarried but with partner

QUESTION #14. Do you have any children?

25%	No.
74%	Yes. If yes, how many, and what ages are they?
1%	No answer

Of the 83 people who answered yes they did have children, the number of children they had were:

25	1 child
36	2 children
17	3 children
2	4 children
2	5 children
1	No answer

The ages of the children belonging to these 83 women were as follows.

10	Age 1-10
17	Age 11-15
29	Age 16-20
110	Age 21+

QUESTION #15. If yes, did you stop your work (for a period of more than 3 months) at any time because of child care responsibilities?

Of the 83 women who answered yes on the previous question, 82 answered this question. The results were:

40%	No (or 33)
60%	Yes (or 49)

The 49 women who did stop their work because of child care responsibilities stayed out this long:

2	Under 1 year
20	1-2 years
7	3-5 years
5	6-10 years
4	10+ years
2	No answer to this part of the question

QUESTION #16. What is/was the highest grade level of education attained by your father, mother, and husband (if presently married)?

Father	
8%	Under grade 8
26%	Grade 8-10
29%	Grade 11-12
8%	Grade 13-14
20%	Grade 15-16
4%	Grade 17-18
0	Grade 19-20
2%	Ph.D.
5%	No answer

Mother	
5%	Under grade 8
22%	Grade 8-10
30%	Grade 11-12
21%	Grade 13-14
13%	Grade 15-16
4%	Grade 17-18
0	Grade 19-20
0	Ph.D.
5%	No answer

Husband	
1%	Under grade 8
0	Grade 8-10
12%	Grade 11-12
11%	Grade 13-14
17%	Grade 15-16
15%	Grade 17-18
6%	Grade 19-20
9%	Ph.D.
30%	No answer

QUESTION #17. What is/was the occupation of your father, mother, and husband?

Occupational Category	Father	Husband	Mother
Education	4%	19%	20%
Professional, white collar private industry	15%	21%	4%
Technical/skilled labor	24%	5%	4%
Small business owner	13%	7%	
Postal worker	5%	5%	
Medical field	3%	1%	4%
Railroad worker	6%	1%	
Farmer	8%	1%	
Clergy	4%	4%	
Government employee	4%	8%	4%
Restaurant worker			4%
Domestic worker			5%
Clerical			6%
Homemaker, housework			41%
Unskilled laborer	6%		
Other	4%	1%	4%
No answer	4%	27%	4%

QUESTION #18. Number of siblings. (Brothers ____, Sisters ____)

Brothers

38%	Have 0 brothers
30%	Have 1 brother
14%	Have 2 brothers
12%	Have 3 brothers
3%	Have 4 brothers
1%	Have 5 brothers
2%	Have 6 brothers

Sisters

38%	Have 0 sisters
33%	Have 1 sister
11%	Have 2 sisters
8%	Have 3 sisters

4%	Have 4 sisters
4%	Have 5 sisters
1%	Have 6 sisters
1%	Have 7 sisters
0	Have 8 sisters
1%	Have 9 sisters
1%	Have sisters, number not specified

QUESTION #19. What is your birth order position?

22%	Only child
21%	First born
37%	Middle child
19%	Last born
1%	No answer

QUESTION #20. What positions did you hold "on the way up" to the position you are now in? (Please indicate with an * those positions you feel are most directly related to your current position.)

Since there were 112 respondents to this question it is near impossible to report all the data. What will be reported here is the answers given to the first position held, and then also the (up to 3) positions held which the respondents felt were most relevant to their current positions.

Answers to the first position held.

72%	Teacher
11%	Clerical
4%	Para-professional teacher
3%	Writer/reporter
11%	Other categories

Answers to positions held (up to 3) which were most relevant to current position.

16	Assistant Principal
15	Principal
12	Supervising Teacher
9	Administrator
8	Administrative Assistant
5	Involved in a federally funded project
5	Counselor
4	Researcher
2	Regional Superintendent
8	Other, individual responses
8	Response was that all positions were relevant

QUESTION #21. In retrospect, what number indicated above was the easiest and the most difficult position you have held in your working career? Why?

The answers given here were as diverse as the number of participants in the study. Many positions cited as easiest by some were then also cited hardest by others and vice-versa. The only measurable trend in the data is a very predictable one. The position most often listed as easiest was teacher and the position most often listed as hardest was Principal and Assistant (Vice) Principal. Most often repeated themes in the answers to the questions of why the hardest? or why the easiest will be reported here as matters of general interest. Those repeated themes and the number of responses stated for each one follow.

Why Easy?		Why Hard?	
8	Few Responsibilities	6	Numerous responsibilities
		4	Varied responsibilities
6	Felt very prepared for position	4	Unprepared for the position
		2	Required much preparation
10	Duties assigned could be easily dispensed (structured, routine, little challenge)	4	Many challenges
		3	Responsibilities not delineated
		2	Diversity of knowledge needed
		5	Frustration of not having real authority or control
3	Few demands	3	Heavy, conflicting demands
6	Enjoy working with children (contact with students)	3	Working with adults
		4	Disciplining problem children
2	Enjoy working with student teachers	10	Adjustment to administering/ managerial role
2	Little accountability	5	Accountable to many different people
2	Had assistance	3	Not enough staff
7	Good atmosphere, hours, working conditions	5	Long hours
		2	Not enough time
		2	Not enough resources
		3	Position evokes tension and stress
2	Rewarding, satisfying job	2	Many problems
3	It was a position that I wanted to do	0	

QUESTION #22. Do you have any further career aspirations in mind?

21% No.
79% Yes. If yes,

29% I'm not sure at this time what they are.
50% I have some specific positions or career changes that I am working towards at this time.

QUESTION #23. If you could have changed anything along the way of your career path, what would it be (if anything)?

101 answers were given to this question. Not all participants answered both parts of the question however. Also, some participants answered with more than one reason. In addition, in replying to the second part of the question, "Do you have any regrets?" in many cases if the respondent did have something that they considered a regret, they wrote it as an answer to something they would have changed.

With this background in mind, here are the answers that were given.

Number of Respondents	Paraphrased Answers
34 people said:	No Change
18 people said:	I would have gotten my degree earlier, and without interruption.
6 people said:	I would have gotten my Ph.D.
2 people said:	I would have gotten more education.
5 people said:	I would have tried the law field.
4 people said:	I would have realized earlier, my administrative potential.
4 people said:	I would have tried the profit, business world.
4 people said:	I would have pursued a professional career earlier.
3 people said:	I would have liked to have been more prepared for administrative roles.
3 people said:	I would have liked to have had career counseling.
2 people said:	I would have tried the medical field.
2 people said:	I would have learned a foreign language.
2 people said:	I would have changed to a new position sooner instead of staying with one so long.
2 people said:	I would have liked to have had more career options open to women.

The other participant responses were individual in nature, in that they were not repeated in any other persons answer.

QUESTION #23(B). Also, do you have any regrets?

51 people said: No regrets.

The other participant responses were individual in nature in that they were not repeated in any other persons answer with one exception.

3 people said: I regret not getting my Ph.D.

QUESTION #24. To get where you are now in your career, did you follow a specific plan for yourself?

45% No.
55% Yes.

QUESTION #25. If yes, at what point did you formulate those goals?

62 people answered yes on question #24. The major repeated themes in their answers to #25 were as follows:

10 people said:	Early in teaching career.
8 people said:	When in graduate school.
7 people said:	When finished rearing children or when children were in school.
6 people said:	After 4-5 years teaching.
5 people said:	After 10-15 years teaching.
5 people said:	When in elementary school.
4 people said:	In high school.
4 people said:	When I felt I was in-effective at current level.
3 people said:	When in college.
2 people said:	After I took the first step out of teaching.
2 people said:	After divorce.
6 people said:	Other

QUESTION #26. If yes, did you plan include obtaining more education or skills, or more people contacts? Anything else?

Of those who answered this question many had more than one answer. The responses and numbers that made that response are as follows:

30 people said:	Plan included obtaining more education, skills, and more people contacts.
25 people said:	Plan meant getting more education and skills.
6 people said:	Plan meant to have the attitude of being the best at whatever they were doing.
3 people said:	Plan included involvement in community and professional organizations.
7 people said:	Other, individual responses.

QUESTION #27. Were you ever a participant of:

A Leadership intern program?	28%	Yes	71%	No	2%	No Answer
An Affirmative Action program?	13%	Yes	74%	No	13%	No Answer

QUESTION #28. Were you recruited to this institution/organization, or did you solicit employment yourself?

26%	Recruited
63%	Solicited Employment
11%	Responded to an advertised position
2%	No answer

QUESTION #29. Has anyone (mentor-type or otherwise) performed a particularly useful function in your career development for you? Please describe the role, if applicable.

Out of the 112 respondents, 8 did not answer this question, 17 said no as the answer given and 87 people did respond yes and then they went on to describe the role and or the person.

Unfortunately, because the 87 answers were so completely diverse they cannot be categorized and reported here.

QUESTION #30. What motivational factors contributed to your success?

When tabulating these answers, it was found that many people in addition to writing what factors motivated them, also wrote what particular personality traits they possessed that helped them achieve their success. In most cases those personality trait factors are not reported here as that was not the original intent of the question. Here follows the major repeated themes in the answers, and the number of times that response was given.

Desire to achieve, succeed, excel, be the best: 35

Hard worker, enjoy work, desire to do competent work: 19

Financial need (economic improvement, financial security): 17

Home environment encouraging (family holding high expectations): 17

Interested in people and/or in bettering their conditions: 15

Deep interest, love, concern for children: 14

Support and encouragement from colleagues: 11

Enjoy challenges: 10

Persistence, determination: 8

Belief and devotion to goals of the program: 7

Love of learning, desire to learn: 6

Competitiveness: 5

Desire to use my abilities: 6

High self confidence: 7

Recognition, prestige, power: 7

Early success motivated more success: 7

Abundant energy, restlessness, curiousity: 4

Desire to lead: 2

Role-models: 2

QUESTION #31. What personal "drives" do you feel are necessary to become successful?

Since the answers to this question were so much like the answers to #30, the responses were not final tabulated.

QUESTION #32. Have you ever felt a kind of "calling" in your profession? Or do you feel where you are is rather circumstancial?

Responses were:

39% said:	Yes, a "calling"
25% said:	Circumstantial
5% said:	No "calling"
5% said:	A "calling" and circumstancial
5% said:	No answer
22% said:	Other answers*

*Some of these responses included such things as: hard work, aggressiveness, and being well suited for the job.

QUESTION #33.

When re-examining the major questions to be addressed by the survey, the reporting of this response was felt to be irrevelant or inappropriate to this report.

JOB SATISFACTION

QUESTION #34. What is the most rewarding aspect of your current position?

Major repeated themes in responses, and numbers who gave that response. (Some people gave more than one answer)

Relationships, working with and helping people: 30
Being in a position to make decisions that matter: 24
Achievement in students: 21
Enjoy managerial work; leadership responsibility: 18
Being respected as an "expert": 16
Accomplishing, seeing results: 16
Freedom in job: 10
To know I can do the job well, competent: 5
Meeting people: 4
Being challenged: 3
Variety in job: 2
Good salary: 2
Comfortable: 2
Learning: 2
Being regarded as a role model: 2
Position is not rewarding at present: 2
Other, individual responses: 2
No answer: 3

QUESTION #35
QUESTION #36
QUESTION #37
QUESTION #38
QUESTION #39

When re-examining the major questions to be addressed by the survey, the reporting of these responses was felt to be irrelevant or inappropriate to this report.

QUESTION #40. How many hours per week on the average do you devote to your work?

40 - 48 hours:	25%
50 - 58 hours:	45%
60 - 65 hours:	16%
70 - 80 hours:	8%
No answer:	5%
Other responses:	3%

QUESTION #41
QUESTION #42

When re-examining the major questions to be addressed by the survey the reporting of these responses was felt to be irrelevant or inappropriate to this report.

QUESTION #43. What changes, if any, have you seen in yourself (personal character) during your career life, that you think might have been due to your work?

Major repeated themes in answers, and number who gave that response.

More sensitive, tolerant, understanding of other people and their views:	31
More self confidence:	24
More organized:	16
More assertive:	12
Various "Negative" changes in my character:	8
Stronger in my convictions:	4
More open minded:	3
More out spoken:	3
More aggressive:	3
Can speak before large groups:	2
Take better care of myself:	2
Tougher (thicker skin):	2

QUESTION #44. Has your family situation changed in any way during your career, <u>because</u> of your career?

57%	No.
42%	Yes. Please describe.
1%	No answer

Of the 42% who answered yes, here follows the major repeated themes in their answers and the number who gave those responses.

Marital problems:	8
Family more financially secure:	7
Family is more self sufficient:	6
Less time for family:	5
Husband does more household/childcare functions:	3
Travel more now:	3
Family is more supportive of me:	2

Feel more distant from my family: 2
Family has all learned to consider each others needs and feelings more: 2
Other, individual responses: 11

QUESTION #45. How much "emotional" family support do you receive concerning your working role? (Please circle one)

5 4 3 2 1
Alot Very little

Responses indicated #5: 42%
Responses indicated #4: 27%
Responses indicated #3: 14%
Responses indicated #2: 6%
Responses indicated #1: 9%
No answer: 2%

QUESTION #46. Is the amount of support you get satisfactory compared to what you feel you need or would like to get? (Please circle one)

5 4 3 2 1
Very satisfactory Not at all satisfactory

Responses indicated #5: 52%
Responses indicated #4: 23%
Responses indicated #3: 12%
Responses indicated #2: 8%
Responses indicated #1: 4%
No answer: 2%

QUESTION #47. Has that level of support tended to change any during your career?

53% No
44% Yes. In what way? *
3% No answer

*Of the 44% (43 people) who answered Yes, here follows their answers to the second half of the question, in what way?

20 people said: Level of support increased
9 people said: Level of support decreased
7 people said: Biggest support gone because person died or became very ill
2 people said: Husband helps more in household/childcare functions
5 people said: Other individual responses

QUESTION #48. Do you feel any conflicts between your work role and your personal role? (i.e. Person at home vs. the person at work)

46% No, Not really
30% Yes, some conflicts, but they are easily resolvable.
19% Yes, there are conflicts, and I have to work hard to be able to live with them.
4% Other response.
1% No answer

QUESTION #49. If you have children, what is your attitude (briefly) about the roles you play as mother and working woman?

75 women or 67%, answered this question. Here follows the major repeated themes in their answers, and the number of people who made that response.

The two roles have worked well together, few problems:	25
Quality not quantity time is important:	8
Children have always come first:	8
Wish I could spend (could have spent) more time with children:	8
Being in a successful career is a good example for my children, they are proud of me:	7
By choice, my children were older when I started assuming positions with more responsibility:	7
I have to work at it, organize, plan, and have lots of energy to make it work as well as it does:	5
I have felt guilty that I don't (didn't) spend more time with children:	4
It's hard to "juggle" the two roles:	3
I don't (didn't) bring work home with me:	3
My children are grown:	3
It's good for children to learn to be more independent and self sufficient:	2

QUESTION #50.

When re-examining the major questions to be addressed by the survey, the reporting of this response was felt to be irrelavent or inappropriate to this report.

QUESTION #51. Do you, or have you ever, had any physical problems of any kind because of possible job-related stress?

64% No
34% Yes, Do you care to describe? (Hypertension most commonly mentioned)
2% No answer

QUESTION #52. At what point in your career did you feel the greatest amount of stress or pressure?

23%	Entry level position	
39%	Middle management position	
28%	Upper management position	
8%	Other. Please describe.	2 said: Budget limitations
2%	No answer	2 said: No stress
		5 said: Had individual responses

QUESTION #53. Was that stress, if any, due to your work, or personal life, or the combination of both?

9%	Not applicable
45%	Work related.
6%	Personal, not related to work.
38%	Combination of work and personal stress factors.
1%	No answer

QUESTIONS #54 - #79 are all concerning how these women see themselves on subjective measures of their own personality traits.

Their instructions for this section were as follows.

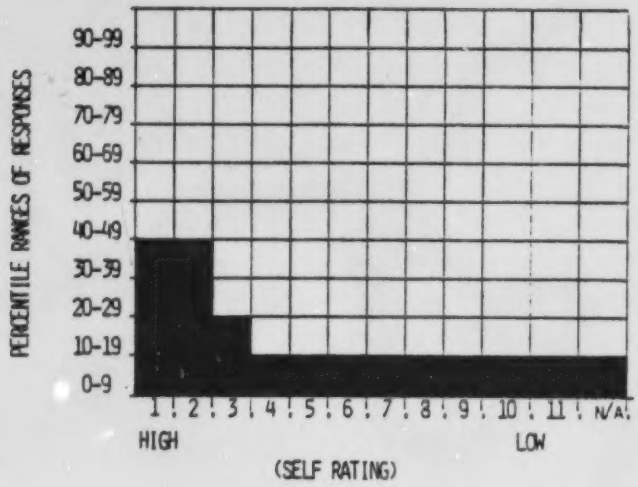
Self Rating Quiz About Me

Please mark how you see yourself overall in each area named on the 11 point continuum provided. Number 1 indicates the highest level, 6 would be the very middle, and 11 would indicate the lowest level.

The responses for this section are shown in the following 26 graphs.

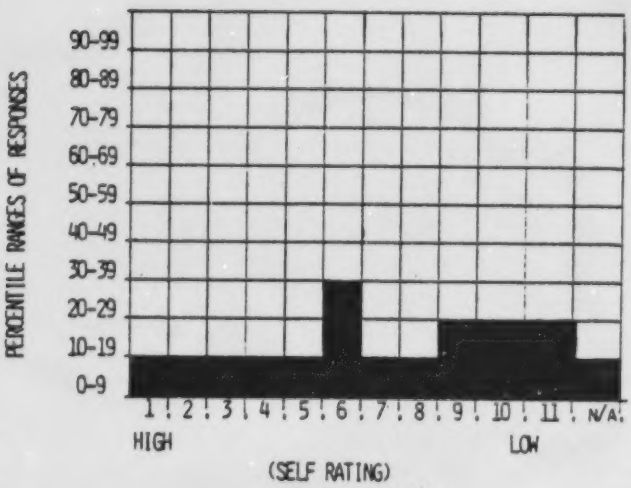
Question # 54.

Self esteem
(self worth)



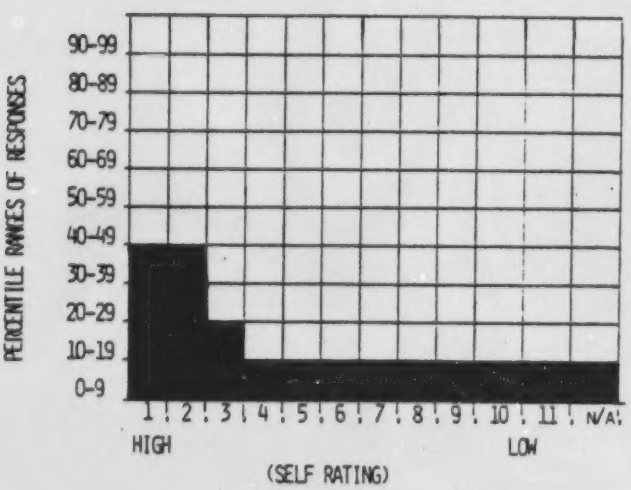
Question # 55.

Selfishness



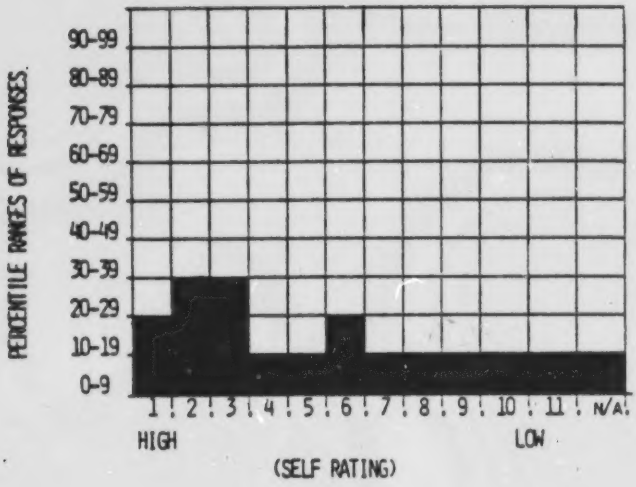
Question # 56.

General Daily
Activity Level



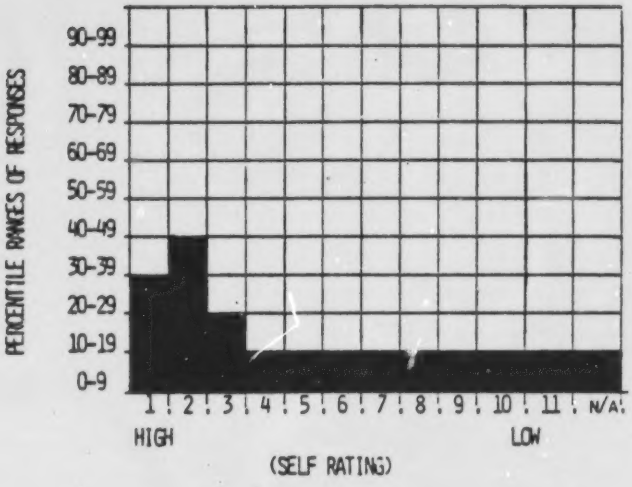
Question # 57.

Agreeability



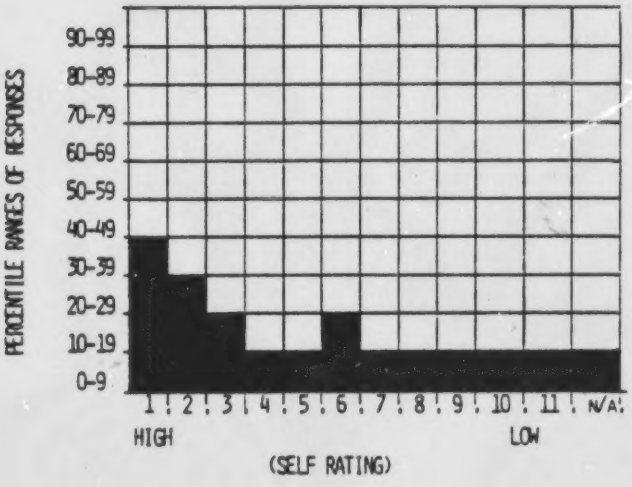
Question # 58.

Goal Setting Behavior



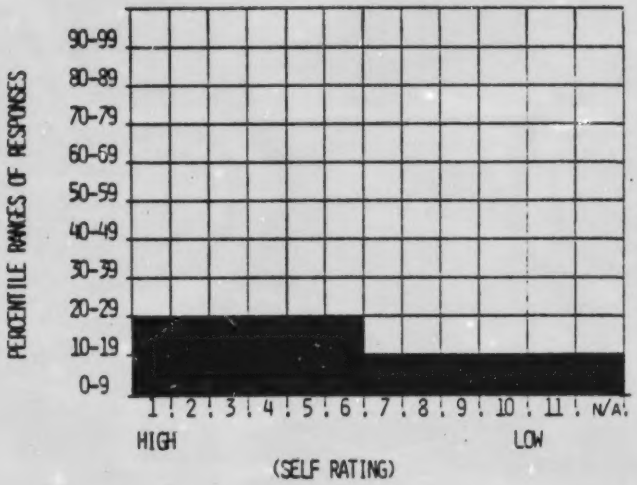
Question # 59.

Need to Avoid Failure



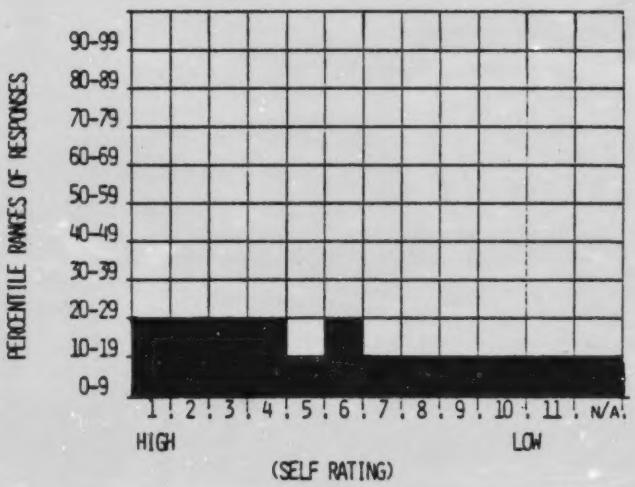
Question # 60.

Need for Feedback



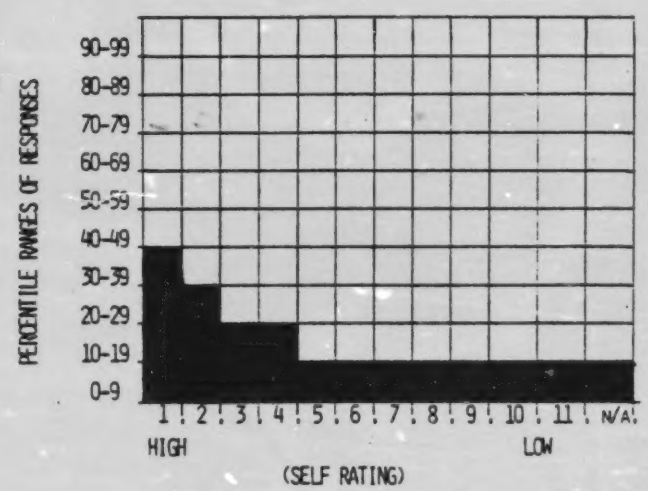
Question # 61.

Need for Control



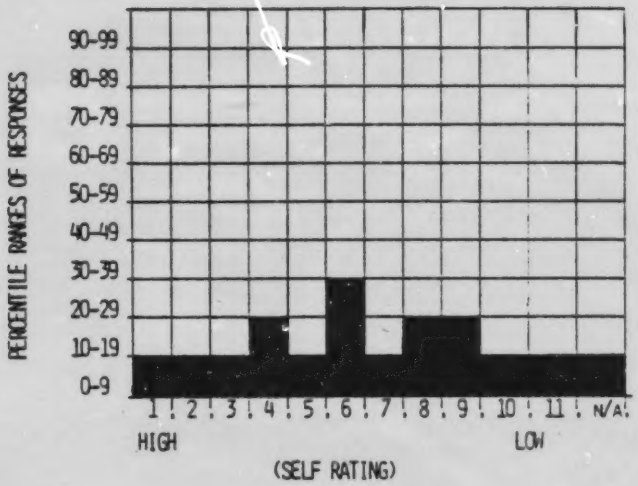
Question # 62.

Job Satisfaction



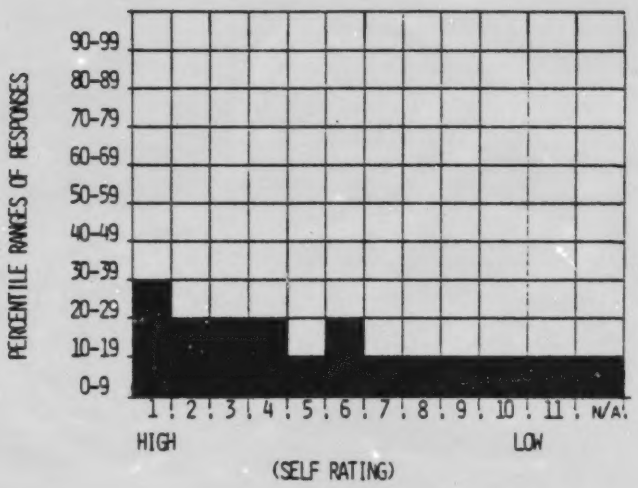
Question # 63.

Impulsiveness



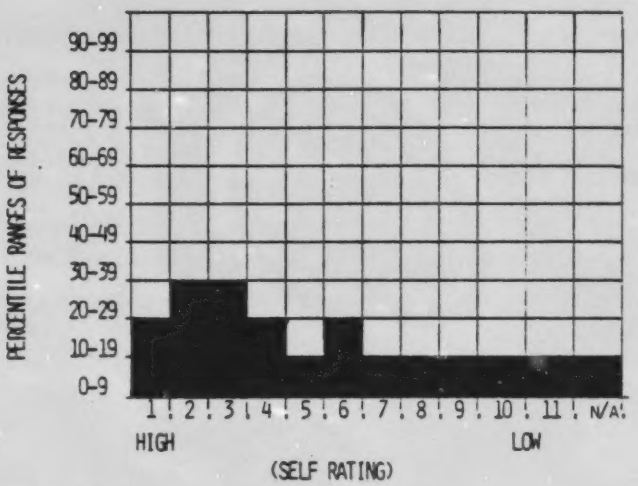
Question # 64.

Creativity



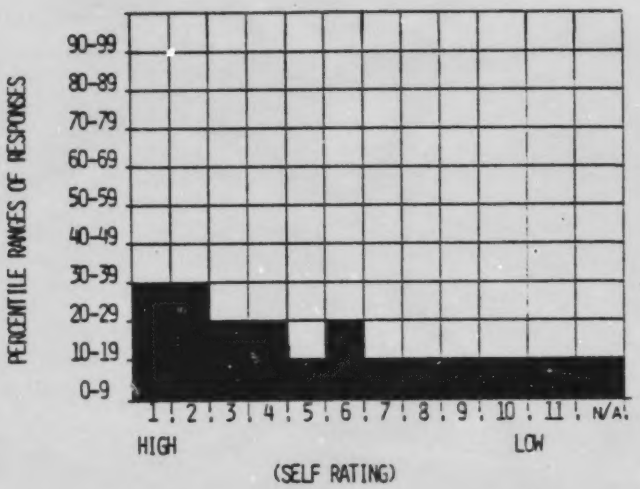
Question # 65.

Acceptance of Authority



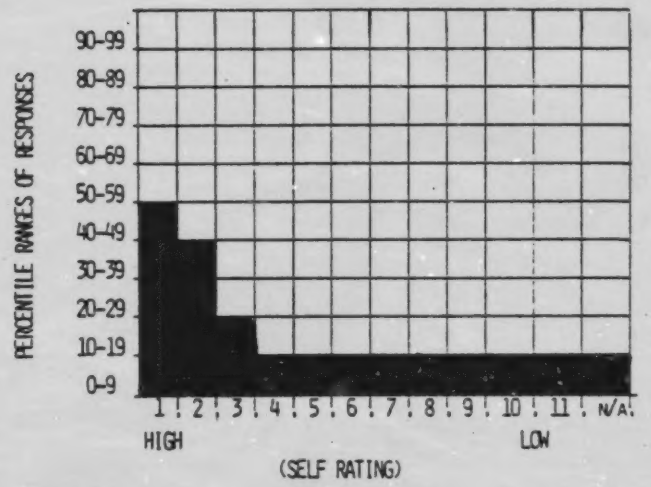
Question # 66.

Happiness with
Personal Life



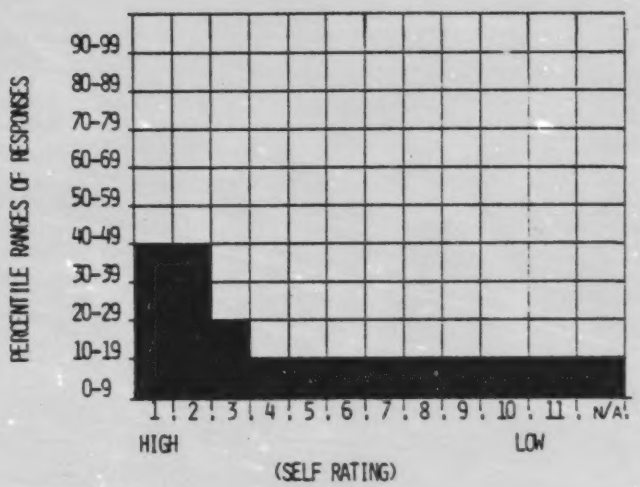
Question # 67.

Ability to Operate
Under Pressure



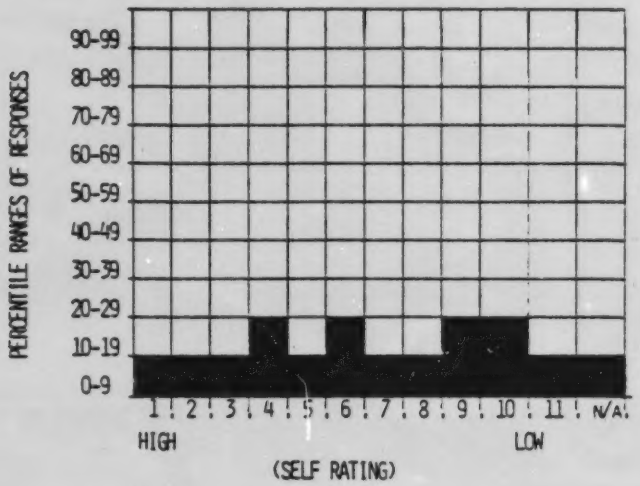
Question # 68.

Ability to Persist
in an unpleasant but
necessary job



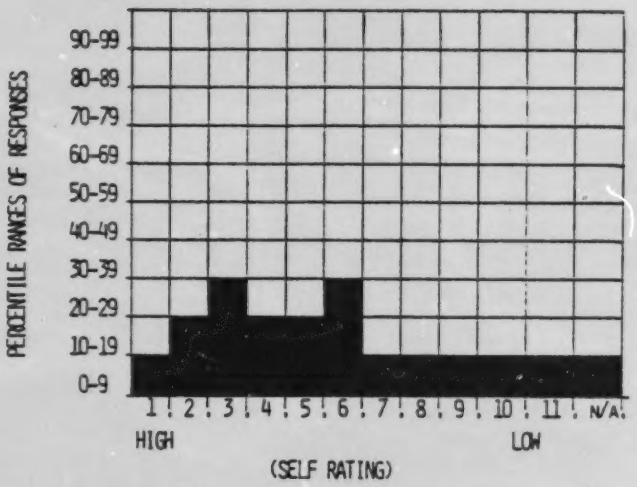
Question # 69.

Tolerance of
Ambiguity



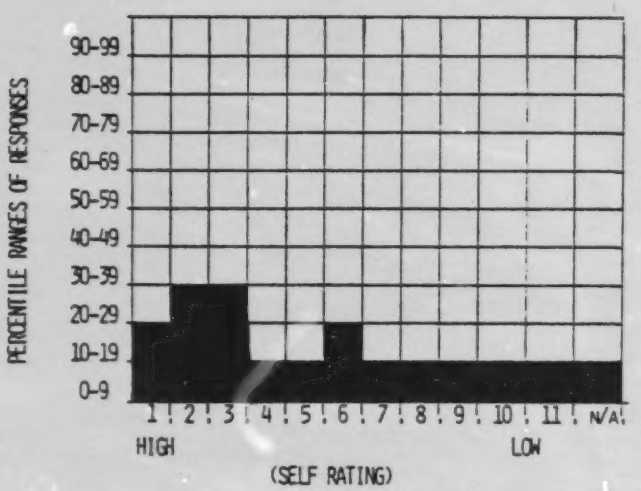
Question # 70.

Need for Status



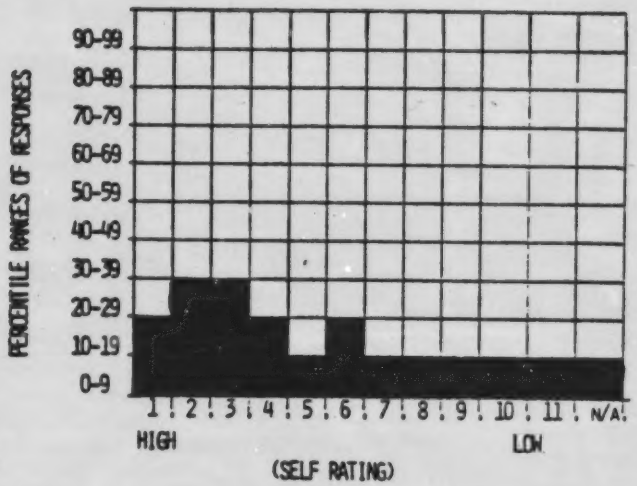
Question # 71.

Need for Orderliness



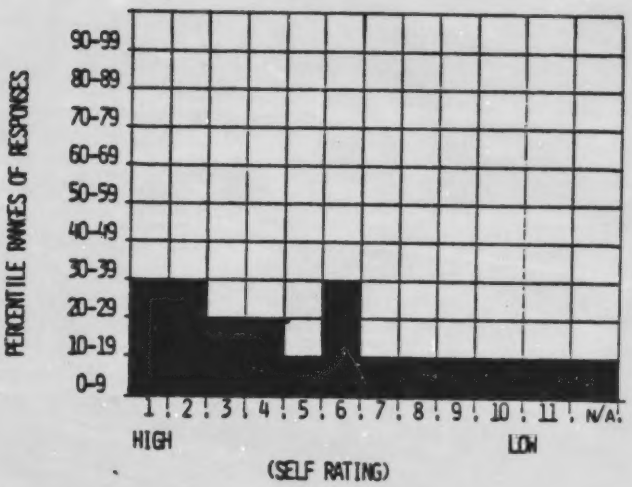
Question # 72.

Contentment



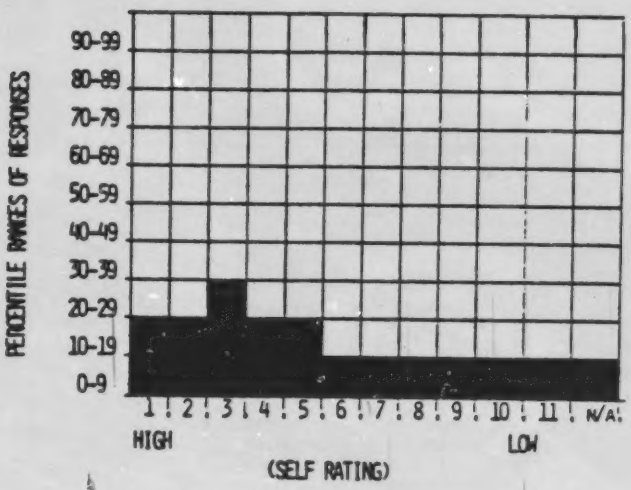
Question # 73.

Sociability



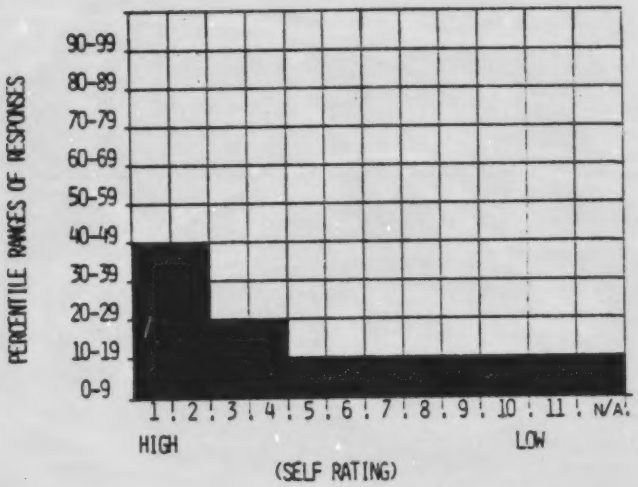
Question # 74.

Boldness
(Aggressiveness)



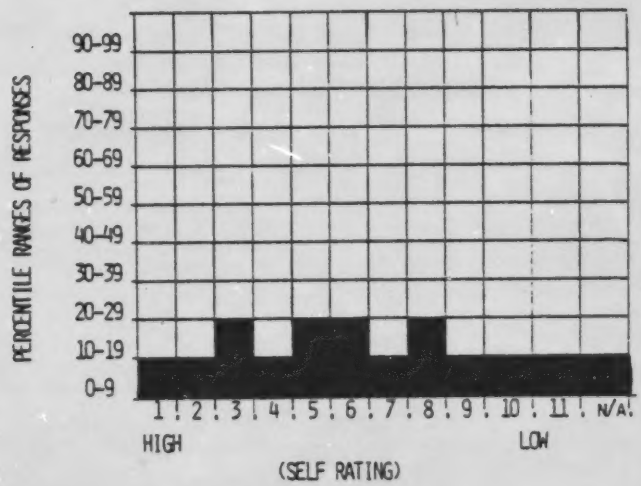
Question # 75.

Independence



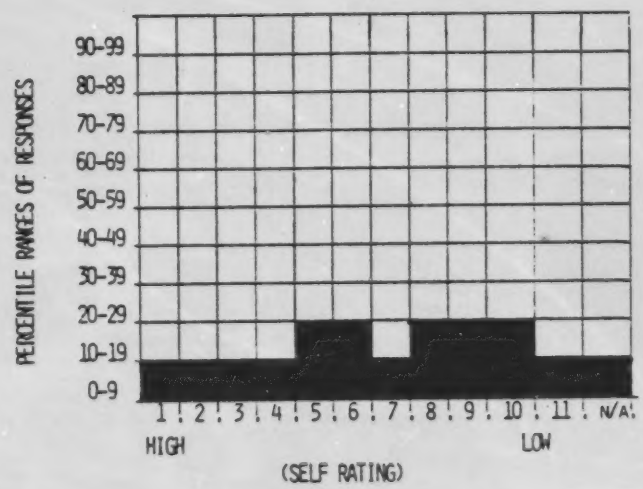
Question # 76.

Critical of others



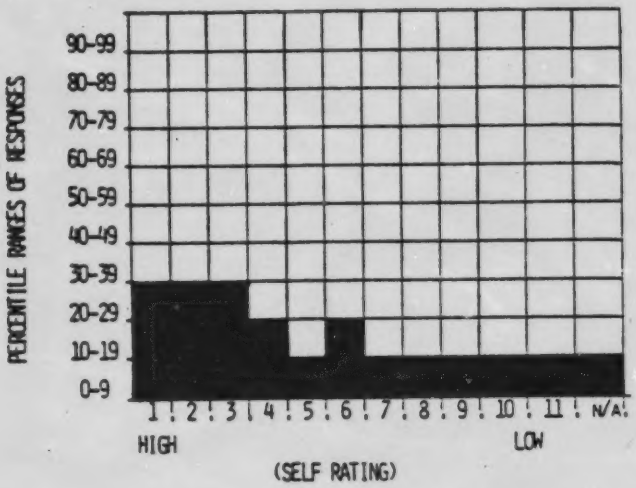
Question # 77.

Excitable



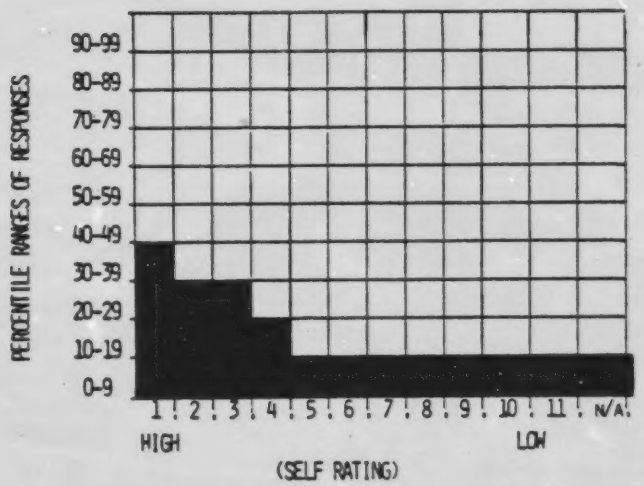
Question # 78.

Flexible



Question # 79.

Practical



V. SUMMARY DISCUSSION

The data collected in this survey has endless possibilities for examination and reporting. All of it has been kept and guarded for future work.

In this final discussion section, an average person profile is presented. The attached completed survey represents the answer or response given most often to each question. (In some cases 2 answers are reported). We leave the reader with that information, and invite you to draw your own conclusions.

Women Administrators Profile Survey

DEMOGRAPHIC INFORMATION

1. Full Title: *Principal or Director level at District administrative office.*

2. Education. Please indicate highest level attained.

___ High School Diploma
___ Completed some college, no degree awarded
___ 2 year Associate Degree
___ almost a Bachelors Degree
___ Bachelors Degree
___ some Graduate credit earned
___ Masters Degree
X some Post-Masters course work
___ Have Certificate of Advanced Study or A.B.D.
___ Ph.D. or Ed.D. awarded

3. What was the sequence of your schooling?

___ went straight through as a full time student until current degree attained.
X completed an earlier degree, then continued school on a part time basis.
___ part time study, followed by full time.
___ currrently enrolled, or have been enrolled in course work within the last year to complete needed degree.
___ Other arrangement. _____

4. If there were any breaks in that schooling sequence, how long were they and what got you started again? *No breaks*

5. Level of education required in your current position.

Is it the same as you now have? (Yes) X

Does it require less formal education than you have? (Yes) ___

Does it require more formal education? (Yes) ___

6. Is there any more formal education you could receive that would specifically help you to advance in your career even further?

___ No.

X Yes. If yes, what? Ph.D

7. Was there any time in your career that you felt under, or over qualified for your position at the time?

X No.

___ Yes, underqualified.

___ Yes, overqualified.

8. If you answered yes on the previous question, what (if anything) did you do about that situation? ___

9. Current salary range

___	$10,000 - $14,000	28% X	$30,000 - $34,000
___	$15,000 - $19,000	___	$35,000 - $39,000
___	$20,000 - $24,000	___	$40,000 - $49,000
28% X	$25,000 - $29,000	___	$50,000 - $59,000
		___	Over $60,000

10. Racial and Ethnic Background White - American

11. What professional and personal journals and tabloids do you read? Please indicate with an * which items listed are purely personal.

Phi Delta Kappan	Time*
Educational Leadership	Ebony*
NASSP Journal	Newsweek*
Psychology Today	Reader's Digest*
Education Digest	National Geoaraphic*
	State and Local Newspaper and Maaazines*

12. In what age group do you belong?

___	20 - 24	___	45 - 49
___	25 - 29	X	50 - 54
___	30 - 34	___	55 - 59
___	35 - 39	___	60 - 64
___	40 - 44	___	65 - 70

13. Current Family Status

___	Single	___	Divorced
X	Married	___	Widowed
___	Separated	___	Unmarried but with partner

14. Do you have any children?

___ No.

X Yes. If yes, how many, and what ages are they? 2, Over age 21

15. If yes, did you stop your work (for a period of more than 3 months) at any time because of child care responsibilities?

___ No.

X Yes. If yes, for how long? 1 - 2 years

16. What is/was the highest grade level of education attained by your father, mother, and husband (if presently married)?

11-12 Father

11-12 Mother

No answer Husband
15/16 grade

17. What is/was the occupation of your father, mother, and husband?

Father Technical, skilled labor

Mother Homemaker, housework

Husband No answer/Professional, private industry

18. Number of siblings.

Brothers 0/1 Sisters 0/1

19. What is your birth order position?

___ Only child
___ First born
_X_ Middle child
___ Last born

CAREER PATHS

20. What positions did you hold "on the way up" to the position you are now in? (Please indicate with an * those positions you feel are most directly related to your current position)

(1) *Teacher*
(2) _____
(3) _____
(4) _____
(5) _____
(6) _____
(7) _____
(8) _____
(9) _____
(10) **Assistant Principal*
(11) **Principal*
(12) **Supervising Teacher*

21. In retrospect, what number indicated above was the easiest and the most difficult position you have held in your working career? Why?

Easiest-teacher, hardest-principal and assistant principal.
Why easy? Routine assigned duties could be easily dispensed.
Why hard? Difficult to adjust to administrator/managerial role.

22. Do you have any further career aspirations in mind?

___ No
___ Yes. If yes,
___ I'm not sure at this time what they are.
_X_ I have some specific positions or career changes I am working towards at this time.

23. If you could have changed anything along the way of your career path, what would it be (if anything)? Also, do you have any regrets?

No changes - No regrets

24. To get where you are now in your career, did you follow a specific plan for yourself?

___ No.

_X_ Yes.

25. If yes, at what point did you formulate those goals? _____

Early in my teaching career

26. If yes, did your plan include obtaining more education or skills, or more people contacts? Anything else? _____

Both more education and skills and people contacts.

27. Were you ever a participant of:

A Leadership intern program?	___ Yes	_X_ No
An Affirmative Action program?	___ Yes	_X_ No

28. Were you recruited to this institution/organization, or did you solicit employment yourself?

___ Recruited

_X_ Solicited Employment

___ Responded to an advertised position

29. Has anyone (mentor-type or otherwise) performed a particularly useful function in your career development for you? Please describe the role, if applicable. *Yes - (answers too diverse to categorize and report here)*

30. What motivational factors contributed to your success? _____

The desire to achieve, succeed, excel, and be the best

31. What personal "drives" do you feel are necessary to become successful?

Same as #30

32. Have you ever felt a kind of "calling" in your profession? Or do you feel where you are is rather circumstancial? *Yes*

33. What are your views on the importance of appearance in a working situation? e.i. Does the way you dress make any difference?

Responses not reported

JOB SATISFACTION

34. What is the most rewarding aspect of your current position?

Working with and helping people being in a position to make decisions that matter.

35. How do your colleagues view you? (in your view)

Responses not reported

36. How do you feel about their views?

Responses not reported

37. How do you deal with employee problems?

Responses not reported

38. What do you look for when hiring new employees? _____

Responses not reported

39. What is your system for delegating work and seeing that it gets done?

Responses not reported

40. How many hours per week on the average do you devote to your work?

50 - 58 hours

41. Do you stay involved in the "politics" of your organization?

Responses Not Reported

___ No.

___ Yes. If yes, what percentage of your time would you estimate is spent that way? _____

42. Can you speak to this issue: Benefits vs. Trade Offs in your career, and career development. _____

Responses not reported

43. What changes, if any, have you seen in yourself (personal character) during your career life, that you think might have been due to your work? *More sensitive to other people and their views and more confidence in myself*

44. Has your family situation changed in any way during your career, because of your career?

X No.

___ Yes. Please describe. _____

45. How much "emotional" family support do you receive concerning your working role? (Please circle one)

(5) 4 3 2 1

Alot Very little

46. Is the amount of support you get satisfactory compared to what you feel you need or would like to get? (Please circle one)

(5) 4 3 2 1

Very satisfactory Not at all satisfactory

47. Has that level of support tended to change any during your career?

X No

___ Yes. In what way? _____

48. Do you feel any conflicts between your work role and your personal role? (i.e. Person at home vs. the person at work)

X No, Not really

___ Yes, some conflicts, but they are easily resolvable.

___ Yes, there are conflicts, and I have to work hard to be able to live with them.

___ Other response. _____

49. If you have children, what is your attitude (briefly) about the roles you play as mother and working woman? _____

The two roles have worked well together, few problems.

50. How do you handle a stressful situation at work? _____

Responses not reported

51. Do you, or have you ever, had any physical problems of any kind because of possible job-related stress?

X No.

___ Yes. Do you care to describe? _____

52. At what point in your career did you feel the greatest amount of stress or pressure?

___ Entry level position
___ Middle management position
_X_ Upper management position
___ Other. Please describe. _____

53. Was that stress, if any, due to your work or personal life, or the combination of both?

___ Not applicable.
_X_ Work related.
___ Personal, not related to work.
___ Combination of work and personal stress factors.

SELF RATING QUIZ ABOUT ME

Please mark how you see yourself overall in each area named on the 11 point continuum provided. Number 1 indicates the highest level, 6 would be the very middle, and 11 would indicate the lowest level.

		HIGH					MED.					LOW
54.	Self esteem (self worth)	1	2	3	4	5	X 6	7	8	9	10	11
55.	Selfishness	1	2	3	4	5	X 6	7	8	9	10	11
56.	General Daily Activity Level	X 1	2	3	4	5	6	7	8	9	10	11
57.	Agreeability	1	2	X 3	4	5	6	7	8	9	10	11
58.	Goal Setting Behavior	1	X 2	3	4	5	6	7	8	9	10	11
59.	Need to Avoid Failure	X 1	2	3	4	5	6	7	8	9	10	11
60.	Need for Feedback	1	2	X 3	4	5	6	7	8	9	10	11
61.	Need for Control	1	X 2	3	4	5	6	7	8	9	10	11

	HIGH				MED.					LOW
	1	2	3	4	5	6	7	8	9	10	11
62. Job Satisfaction	X										
63. Impulsiveness									X		
64. Creativity	X										
65. Acceptance of Authority		X									
66. Happiness with Personal Life		X									
67. Ability to Operate Under Pressure	X										
68. Ability to Persist in an unpleasant but necessary job.		X									
69. Tolerance of Ambiguity						X					
70. Need for Status						X					
71. Need for Orderliness		X									
72. Contentment		X									
73. Sociability		X									
74. Boldness (Agressiveness)			X								
75. Independence	X										
76. Critical of others						X					
77. Excitable						X					
78. Flexible		X									
79. Practical	X										

THE END! THANK YOU VERY MUCH

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APPENDIX A

Information on CEMREL, Inc. and the TPMW (Training Program for Minorities and Women)

Verna G. Smith, Director of Public Information, CEMREL, Inc., St. Louis

Bridging the Gap: CEMREL, Inc.

CEMREL's goal is a simple one--to bridge the gap between sound educational research and its actual practice in the classroom and to bridge the gap between a basic education for the nation's children and the kind of education that inspires, challenges and motivates.

The goal is simple; the solutions far more complex. In pursuit of its goal, CEMREL brings together dedicated people, creative ideas, extensive knowledge and thorough research. CEMREL's continuing pursuit of its goal entails a history of accomplishment, far-reaching capabilities, a varied list of clients and facilities conducive to developing creative programs.

CEMREL, Inc. was chartered by the state of Missouri in November 1965 as a private, not-for-profit corporation. Founded as the Central Midwestern Regional Educational Laboratory, CEMREL's original region included Kentucky and parts of Tennessee, Illinois and Missouri. CEMREL has evolved over the years into a national institution with an international reputation.

During its first year, the St. Louis-based laboratory undertook and completed 40 research projects, operating with a staff of six out of a borrowed basement room. Today, CEMREL operates from its own research and development complex, and its staff has grown to 120. This growth of staff and facilities is a direct reflection of CEMREL's impact on the field of educational research. As its programs gained acceptance and recognition from scholars and educators over the years, CEMREL evolved into a national institution with a special commitment to the Midwest. And today, the laboratory's materials and programs are being utilized in every state in the nation, as well as in many foreign countries.

At the time of its founding, CEMREL sought the advice and active involvement of distinguished

Comprehensive School Mathematics Program (CSMP)

Show-Me Libraries
March 1981

scholars, teachers and educational researchers. Based on their guidance, CEMREL established a framework for improving the quality of education through research and development by:

- creating innovative educational materials and instructional systems;
- working within the actual learning environment, whether it be the classroom, a museum or a daycare center;
- utilizing acknowledged scholars and experts in each field as the basis for the laboratory's work;
- improving both the access to educational opportunity and the quality of programs for the at-risk child;
- working in close collaboration with educational institutions and teaching staffs, and
- studying the effects of these innovations on learning.

Within this framework, CEMREL established areas of emphasis which would become long-term commitments to mathematics, the arts and humanities, science and technology, reading and language development, urban education, and technical assistance and training.

CEMREL's initial effort in its continuing commitment to mathematics was the design of a program for gifted high school students. The laboratory later developed a total, modern mathematics program designed for elementary school children of all ability levels. This model program, formulated with the involvement of educators and scholars from around the world, brought content and problem-solving back to the study of mathematics–and made it exciting for youngsters.

Through its long-term commitment to the arts and humanities, CEMREL pioneered in the development of a comprehensive aesthetic education program for elementary school children, now widely used throughout the U.S. and abroad. The laboratory has also conducted extensive research into the overall effects and benefits to children of aesthetic education. In addition, CEMREL's dedication to the arts and humanities is reflecting in the development of curricula in the areas of ethnic heritage, cultural understanding through the arts, epic storytelling in the oral tradition, and the cultures of historic periods.

And, as an initial step in its concerns for urban education as well as reading and language development, CEMREL created a unique language and thinking program designed to improve reading skills among inner city children.

CEMREL's research and development efforts have produced a broad range of successful programs. Believing that its responsibilities extend beyond research and development, CEMREL has often taken an active role in "institutionalizing" one of its programs and establishing it as an independent entity. The following programs illustrate the scope of CEMREL's interests:

- an artist-in-the-school pilot project, now operating in all 50 states
- an educational laboratory theater project
- aesthetic education learning centers for teachers
- a computer-assisted mathematics program for youngsters in rural or isolated areas
- educational programs for autistic children
- a model for computerizing the record-keeping systems of urban school districts
- materials and techniques for teaching junior high school students with learning problems
- a model for spreading exemplary social studies curricula
- a computer literacy program for science and mathematics teachers
- a science study, now an independent learning center
- mathematics education for gifted secondary school students
- educational models for infant and daycare centers
- a language and thinking program designed to prepare youngsters for success in school

Language and thinking materials

* systems for dealing with disruptive behavior in the classroom
* models for workshops, seminars, forums, conferences and institutes

In its quest to bridge the gap between educational research and practice, CEMREL continuously explores new horizons, seeking new knowledge and techniques. In this direction, CEMREL is:

* working in the area of life-long learning;
* studying the uses of technology for in-the-home education;
* cooperating with large city schools and state departments of education to help them solve problems;
* exploring the uses of new communications devices for instructional purposes;
* training minorities and women in educational research and development;
* studying the concept of entertainment as a vehicle for education;
* developing the use of traveling exhibitions for educational purposes and
* exploring international and multi-cultural education.

Bridging the gap to improve the quality and equity of education, CEMREL has worked in the home, school, community and marketplace–wherever education takes place. In the process, CEMREL's staff has developed recognized capabilities in a variety of educational areas including development, research, evaluation, training, information, publications and media.

CEMREL has earned an international reputation for its capabilities in developing comprehensive curricula and instructional systems. Using a unique problem-solving approach to development, the laboratory couples an expert in a particular field with the intended audience. This process has been successful in the development of improved educational techniques, in applications ranging from preschool to adult, from the gifted to the handicapped. In addition, CEMREL is widely recognized for the sophisticated design and attention to detail that the creative development staff brings to each project.

CEMREL's research capabilities extend from basic research into human learning to sophisticated classroom applications. The research staff has developed its own techniques for analyzing existing knowledge in a given field, identifying areas for further research and translating the results into a usable format for teachers at the classroom level.

Evaluation is a vital ingredient in every CEMREL project. The evaluation team's efforts are designed not only to improve the overall quality of CEMREL's instructional programs but also to provide information about their effectiveness to the educational community. In addition, CEMREL provides evaluation services to educational institutions and cultural organizations.

An important adjunct to the creation of educational programs is the training of various audiences in their use–audiences ranging from teachers to museum docents. CEMREL conducts training workshops in the use of its unique educational materials as well as in the use of the finest examples of other educational research organizations. In addition, CEMREL collaborates with school systems and educational institutions for the inclusion of CEMREL-produced materials in their training programs, and produces specialized training programs for schools, cultural organizations, community groups and government agencies.

Through a variety of newsletters and brochures, the laboratory's staff communicates with the educational community as well as with the general public. Through these capabilities, CEMREL provides information on the current status of its research and development projects, outlines trends in educational research and identifies materials to fill specific educational needs. CEMREL writes, designs, produces and distributes a wide array of publications–from simple pamphlets to scholarly monographs and comprehensive curricula. CEMREL's capabilities to blend creative graphic design with innovative educational materials have been utilized in the production of brochures, hard-cover books and multi-component instructional units.

CEMREL also produces a variety of instructional media. The staff's expertise encompasses films, multi-image presentations, television and radio programs, videotapes, records, traveling exhibitions and convention displays–all produced with an emphasis on combining the creative and educational elements.

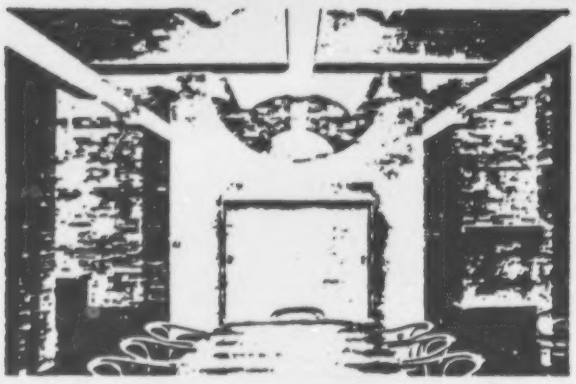
Planning and conducting forums–from small symposia to regional conferences to national institutes–is another of CEMREL's efforts to bridge the educational gap. At such forums, CEMREL often brings together a mix of distinguished scholars, teachers, artists, critics, philosophers, mathematicians, sociologists and psychologists to share knowledge and solve problems. To further the value of these forums, the laboratory publishes the results for use by the general public and the educational community.

CEMREL's ultimate clients are those who use its products and benefit from its efforts–small children and older adults, classroom teachers and college professors. CEMREL's initial clients are the groups that commission educational research and development work. CEMREL has been awarded contracts and grants from numerous foundations, government agencies, cultural organizations, publishers, and other institutions–all groups sharing CEMREL's goal to bridge the gap in education.

CEMREL has planned and created research and development projects for a number of charitable foundations. For example, the Ford Foundation supported an extensive study of school test scores, which resulted in the first national report on the widespread decline in Scholastic Aptitude Test scores.

As a major source of support, CEMREL contracts with numerous government agencies to produce single, short-term projects as well as continuing, long-term programs. With the support of the U.S. Office of Education and the National Institute of Education, CEMREL has produced a number of curriculum programs, such as the Language and Thinking Program, the Aesthetic Education Program, the Comprehensive School Mathematics Program, and the Elements of Mathematics, which are currently being used by schools throughout the country. On a regional basis, CEMREL continues to facilitate educational program improvement within the Midwest.

CEMREL works in cooperation with many cultural organizations to identify their needs and develop joint projects in the areas of training, evaluation and program development. As an example, CEMREL and the Kennedy Center for the Performing Arts in Washington, D.C. have developed a joint program which serves as a national training facility for teachers in the arts.



Over the years, CEMREL has developed close working relationships with a number of publishing houses, both in this country and abroad, for the publication of its own original materials. For example, the laboratory has worked in cooperation with The Follett Publishing Company to publish its Language and Thinking Program, a multimedia, 10-component reading readiness program for urban children. And working jointly with Vicens-Vila, Inc. of Puerto Rico, CEMREL is currently publishing a mathematics program in both Spanish and English.

CEMREL works cooperatively with other institutions and organizations, both in joint ventures or as a prime contractor or subcontractor. For example, CEMREL heads a consortium of five educational institutions that provide basic skills technical assistance to schools throughout the country.

Since its inception, CEMREL has continued to grow in experience, capabilities and recognition, and its staff and facilities have kept pace with that growth. Beginning in a single, borrowed basement room, the laboratory later moved into four separate temporary buildings. Then, in 1970, CEMREL was one of only four laboratories in the country to receive a facilities grant from the U.S. Office of Education for a permanent home.

CEMREL bought two turn-of-the-century buildings situated in St. Louis' historic south side and transformed them into a spacious, modern facility ideally suited to the laboratory's creative staff. The award-winning restoration project, one of the finest examples in St. Louis of renovating a public building, represents a unique use of public funds involving a not-for-profit organization and federal and city governments.

This 50,000-square-foot research and development complex includes CEMREL's administrative and staff offices, conference facilities, training center, word and data-processing centers, media center, and public art gallery. In addition, the CEMREL complex serves as a community center, reflecting the strong support and acceptance of the urban city neighborhood.

Credits: pp. 7, 26 & 37–Jacque Balzer, Missouri State Library; pp. 13, 15 & 17–Verna G. Smith, CEMREL, Inc.,; p. 31–R.C. Holmes, Missouri Division of Tourism; p. 40–Frank Stack, University of Missouri-Columbia.

TRAINING PROGRAM FOR MINORITIES AND WOMEN

TARGET POPULATION: MEMBERS OF MINORITY GROUPS AND WOMEN WHO:

- ARE EMPLOYED WITHIN CEMREL AND OTHER REGIONAL EDUCATIONAL INSTITUTIONS.
- ARE INTERESTED IN IMPROVING THEIR RESEARCH, DEVELOPMENT, AND RESEARCH UTILIZATION SKILLS.
- HAVE HAD MINIMAL FORMAL TRAINING IN THE FIELD OF EDUCATIONAL RESEARCH AND/OR DEVELOPMENT.

OBJECTIVES:

1. TO EXPAND THE RESEARCH, DEVELOPMENT AND UTILIZATION SKILLS OF REPRESENTATIVES OF MINORITY AND FEMALE POPULATIONS WITHIN CEMREL AND OTHER REGIONAL EDUCATIONAL INSTITUTIONS.

2. TO PROVIDE OPPORTUNITIES WHEREIN THESE TRAINED INTERNS CAN COLLABORATIVELY APPLY THEIR SKILLS.

3. TO ENHANCE THE PROFESSIONAL VISIBILITY OF MINORITIES AND WOMEN WITH THESE SKILLS.

4. TO COORDINATE AND SUPPORT THE INSTITUTIONALIZATION, WITHIN CEMREL, OF ACTIVITIES FOCUSING ON THE NEEDS OF MINORITY GROUP MEMBERS AND WOMEN.

5. TO INVOLVE REPRESENTATIVES OF CEMREL AND OTHER REGIONAL EDUCATIONAL INSTITUTIONS IN THE PLANNING AND COORDINATION OF PROJECT ACTIVITIES.

6. TO CONDUCT ON-GOING FORMATIVE AND SUMMATIVE EVALUATION STUDIES TO ASSESS THE STRENGTHS AND WEAKNESSES OF THE PROJECT DESIGN.

ACTIVITIES:

THREE-PHASE TRAINING OF 20 RESEARCH AND DEVELOPMENT INTERNS SELECTED FROM MINORITY AND FEMALE POPULATIONS WITHIN SCHOOL DISTRICTS IN THE REGION IN THE DESIGN AND APPLICATION OF EDUCATIONAL RESEARCH.

THREE-PHASE TRAINING OF 5 RESEARCH AND DEVELOPMENT INTERNS FROM THESE SAME POPULATIONS WITHIN CEMREL IN THE DESIGN AND APPLICATION OF EDUCATIONAL RESEARCH.

COLLABORATIVE DEVELOPMENT AND IMPLEMENTATION, BY INTERNS, OF APPLIED RESEARCH STUDIES FOCUSING ON SCHOOL-DISTRICT-IDENTIFIED PRIORITY TOPICS.

DEVELOPMENT AND DISSEMINATION OF A SERIES OF RESEARCH REPORTS DESCRIBING THE APPLIED STUDIES.

DISSEMINATION OF PROMOTIONAL MATERIALS THAT IDENTIFY AND RECOGNIZE THE EFFORTS OF THIS NEW AND GROWING NETWORK.

POTENTIAL OUTCOMES:

1. AN INCREASED NUMBER OF MINORITY GROUP MEMBERS AND WOMEN WITHIN CEMREL AND REGIONAL EDUCATIONAL INSTITUTIONS WHO ARE CAPABLE OF DESIGNING AND CONDUCTING EDUCATIONAL RESEARCH AND DEVELOPMENT WORK.

2. GREATER VISIBILITY LEADING TO GREATER RECOGNITION AND PROFESSIONAL ADVANCEMENT FOR MEMBERS OF MINORITY GROUPS AND WOMEN FROM WITHIN CEMREL AND REGIONAL EDUCATIONAL INSTITUTIONS.

3. INCREASED COLLABORATION AMONG CEMREL AND OTHER REGIONAL EDUCATIONAL INSTITUTIONS.

4. GREATER AWARENESS WITHIN CEMREL AND REGIONAL EDUCATIONAL INSTITUTIONS OF THE IMPORTANCE AND ADVANTAGES OF INVOLVING MEMBERS OF MINORITY GROUPS AND WOMEN IN DECISION-MAKING AND TECHNICAL IMPLEMENTATION ROLES IN EDUCATIONAL RESEARCH AND DEVELOPMENT.

CEMREL's TRAINING PROGRAM FOR MINORITIES AND WOMEN

Goals and Objectives

CEMREL's Training Program for Minorities and Women will focus on three general goals: to enhance the capabilities of representatives of minority and female populations in the fields of research, development, and knowledge utilization, resulting in increased skills, professional recognition, and greater decision-making responsibilities; to support the systematic incorporation of the perspectives of minority and female populations into the design and implementation of educational research, development, and utilization efforts; and to support collaborative learning opportunities wherein knowledge producers and users of that knowledge can benefit from the perspectives and resources of one another.

Specific project objectives are these:

1. To expand the research design and application skills of representatives of minority and female populations within CEMREL and within other regional educational institutions.
2. To provide opportunities wherein trained interns from these populations can collaboratively apply their research, development, and utilization skills.
3. To enhance the visibility of minorities and women with research, development, and utilization skills within CEMREL and within other regional educational institutions.
4. To coordinate and support the institutionalization, within CEMREL, of activities focusing on the needs of minorities and women.
5. To involve representatives of CEMREL and other regional educational institutions in the planning and coordination of Training Project activities.
6. To conduct on-going formative and summative evaluation studies to assess the strengths and weaknesses of the project design.

The Training Program for Minorities and Women's approach toward achieving project objectives will be characterized by the following elements.

Members of CEMREL's regional constituency will be involved in the collaborative planning and implementation of all project activities. During the first project year, activities will be closely coordinated through CEMREL's Urban Education Program network of urban schools. The network includes representatives of the Laboratory region. Coordination with this network will enhance the project efforts in a number of ways. First of all, the network is in place and most members are familiar with the Laboratory as well as the activities of the Training Program for Minorities and Women. Secondly, the school districts within the network generally employ relatively large numbers of minority and female staff, in addition to serving high concentrations of minority students. Finally, the project activities will both support and be supported by on-going efforts of the Urban Education Program.

Members of that network will advise the project initially, and activities for later years will be expanded to serve additional school networks. Further, representatives of other CEMREL projects will serve as advisors to and collaborative planners with pro- ject staff. Finally, all research implementation activities will be collaboratively planned and conducted by the research and development interns.

All skill training in the project will be supported by practical experience. Training sessions will be designed to incorporate actual case examples as well as skill development through on-the-job experience. The skill training sessions will culminate in the design and implementation of research studies on topics of interest to the local school districts involved.

Emphasis will be placed on the identification of research and utilization issues and design practices that serve to mask or promote inequitable educational practices. While training and implementation activities will focus on specific contents or processes identified by local schools, an analysis will be made of inequitable practices that influence research

and research utilization processes and outcomes. For example, one potential issue for discussion and analysis will be the inherent biases in selected intelligence tests.

Coordination and efficient application of resources will be planned for maximum impact. Project resources will be combined with other institutional resources to serve dual purposes where possible. For example, staff development funds may support some of the training for the five CEMREL interns. School districts involved in the project will be asked to share expenses for the training of the twenty district-selected interns. The resources supporting the effort will represent many times over the small allocation to the project itself. The coordination of these resources will be the responsibility of the project director who is also responsible for the coordinating of the larger institutional effort for minorities and women as well as the staff development program.

APPENDIX B

Copy of cover letter and reminder letter sent to survey participants

CEMREL, Inc.
An Educational Laboratory

April 20, 1981

Dear Administrator:

I am conducting a study entitled: "An investigation of selected highly successful women administrators in the field of education from a number (12) of urban school districts and educational laboratories within the midwest region. This study is being conducted to examine any commonalities in career paths and/or similar personal characteristics illustrative of the successful individuals." The study is part of my responsibility as an intern in the Training Program for Minorities and Women based at CEMREL, Inc.

You were nominated for inclusion in the study by a member of your organization. Contacts were made with individuals with whom CEMREL has worked with in the Urban Education Network or the Midwest Regional Exchange. The contact person for your organization is identified as a recipient of a copy of this letter. Enclosed, please also find a recent article, "Bridging the Gap, CEMREL, Inc.," which will give you a description of CEMREL and its work.

I would appreciate it if you will complete the enclosed survey and return it to me by May 5 in the envelope provided.

We expect that the survey will provide interesting information concerning women in management positions in the field of education. Others may benefit from your experiences and success.

I recognize that this request adds to your heavy workload, but I hope that by completing it you will benefit from the opportunity for reflection and intraspection it provides. As women in the workplace, we frequently forget about the issues and barriers that may have impeded our progress or the efforts that led to our success. While I am anxious to receive responses to the full survey, I would appreciate any responses you have time to make.

I will be happy to provide you with a copy of the final report of the study when completed. (A request form with separate return envelope is provided as the last page of the attachments). The survey is anonymous and your identity will be kept totally confidential so please feel free to be as candid as you like.

Thank you in advance for your time and cooperation.

Sincerely,

Karen Temmen

Karen Temmen
Research Assistant
Training Program for
Minorities and Women

3120 59th Street
St. Louis, Missouri 63139
Tel (314) 781 2900

cc: _____

CEMREL, Inc.
An Educational Laboratory

May 12, 1981

Dear Administrator:

All of us are busy these days keeping abreast of those obligations which are essential and required, much less completing those "extra" tasks which often receive our best intentions but not our precious time.

From the questionnaire which reached you -- we hope -- about three weeks ago, we have had no reply. Perhaps you mislaid the questionnaire, or it may have miscarried in the mail -- any one of dozens of contingencies could have happened.

In any event, I am enclosing another copy of the questionnaire. Would you please complete it and return it in the postage paid envelope provided, by no later than May 21? Most of them have been returned. We would like to get them all back. Will you help? Thank you in advance for your cooperation.

Sincerely,

Karen Temmen

Karen Temmen
Research Assistant
Training Program for Women and Minorities
Women Administrators Profile Study

Enclosures

3120 59th Street
St. Louis, Missouri 63139
Tel: (314) 781 2900

APPENDIX C

Reprint of Survey Instrument Used

SPRING, 1981

Women Administrators Profile Survey

DEMOGRAPHIC INFORMATION

1. Full Title: _____

_____

2. Education. Please indicate highest level attained.

___ High School Diploma
___ Completed some college, no degree awarded
___ 2 year Associate Degree
___ almost a Bachelors Degree
___ Bachelors Degree
___ some Graduate credit earned
___ Masters Degree
___ some Post-Masters course work
___ Have Certificate of Advanced Study or A.B.D.
___ Ph.D. or Ed.D. awarded

3. What was the sequence of your schooling?

___ went straight through as a full time student until current degree attained.
___ completed an earlier degree, then continued school on a part time basis.
___ part time study, followed by full time.
___ currrently enrolled, or have been enrolled in course work within the last year to complete needed degree.
___ Other arrangement. _____

_____

4. If there were any breaks in that schooling sequence, how long were they and what got you started again? _____

_____

_____

5. Level of education required in your current position.

Is it the same as you now have? (Yes) ___

Does it require <u>less</u> formal education than you have? (Yes) ___

Does it require <u>more</u> formal education? (Yes) ___

6. Is there any more formal education you could receive that would specifically help you to advance in your career even further?

___ No.

___ Yes. If yes, what? _____

7. Was there any time in your career that you felt under, or over qualified for your position at the time?

___ No.

___ Yes, underqualified.

___ Yes, overqualified.

8. If you answered yes on the previous question, what (if anything) did you do about that situation? _____

_____

9. Current salary range

___ $10,000 - $14,000

___ $15,000 - $19,000

___ $20,000 - $24,000

___ $25,000 - $29,000

___ $30,000 - $34,000

___ $35,000 - $39,000

___ $40,000 - $49,000

___ $50,000 - $59,000

___ Over $60,000

10. Racial and Ethnic Background _____

_____

11. What professional and personal journals and tabloids do you read? Please indicate with an * which items listed are purely personal.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

12. In what age group do you belong?

___	20 - 24	___	45 - 49
___	25 - 29	___	50 - 54
___	30 - 34	___	55 - 59
___	35 - 39	___	60 - 64
___	40 - 44	___	65 - 70

13. Current Family Status

___	Single	___	Divorced
___	Married	___	Widowed
___	Separated	___	Unmarried but with partner

14. Do you have any children?

___ No.

___ Yes. If yes, how many, and what ages are they? _____

_____

15. If yes, did you stop your work (for a period of more than 3 months) at any time because of child care responsibilities?

___ No.

___ Yes. If yes, for how long? _____

16. What is/was the highest grade level of education attained by your father, mother, and husband (if presently married)?

_____ Father

_____ Mother

_____ Husband

17. What is/was the occupation of your father, mother, and husband?

Father _____

Mother _____

Husband _____

18. Number of siblings.

Brothers _____ Sisters _____

19. What is your birth order position?

___ Only child
___ First born
___ Middle child
___ Last born

CAREER PATHS

20. What positions did you hold "on the way up" to the position you are now in? (Please indicate with an * those positions you feel are most directly related to your current position)

(1)_____ (7)_____
(2)_____ (8)_____
(3)_____ (9)_____
(4)_____ (10)_____
(5)_____ (11)_____
(6)_____ (12)_____

21. In retrospect, what number indicated above was the easiest and the most difficult position you have held in your working career? Why?

_____
_____

22. Do you have any further career aspirations in mind?

___ No
___ Yes. If yes,
___ I'm not sure at this time what they are.
___ I have some specific positions or career changes I am working towards at this time.

23. If you could have changed anything along the way of your career path, what would it be (if anything)? Also, do you have any regrets?

_____
_____
_____

24. To get where you are now in your career, did you follow a specific plan for yourself?

___ No.

___ Yes.

25. If yes, at what point did you formulate those goals? _____.

_____

_____

26. If yes, did your plan include obtaining more education or skills, or more people contacts? Anything else? _____

_____

_____

27. Were you ever a participant of:

A Leadership intern program? ___ Yes ___ No

An Affirmative Action program? ___ Yes ___ No

28. Were you recruited to this institution/organization, or did you solicit employment yourself?

___ Recruited

___ Solicited Employment

___ Responded to an advertised position

29. Has anyone (mentor-type or otherwise) performed a particularly useful function in your career development for you? Please describe the role, if applicable. _____

_____

_____

_____

30. What motivational factors contributed to your success? _____

_____

_____

_____

_____

31. What personal "drives" do you feel are necessary to become successful?

32. Have you ever felt a kind of "calling" in your profession? Or do you feel where you are is rather circumstancial?

33. What are your views on the importance of appearance in a working situation? e.i. Does the way you dress make any difference?

JOB SATISFACTION

34. What is the most rewarding aspect of your current position?

35. How do your colleagues view you? (in your view)

36. How do you feel about their views?

37. How do you deal with employee problems?

38. What do you look for when hiring new employees? _____

_____

_____

39. What is your system for delegating work and seeing that it gets done?

_____

_____

40. How many hours per week on the average do you devote to your work?

_____

41. Do you stay involved in the "politics" of your organization?

___ No.

___ Yes. If yes, what percentage of your time would you estimate is spent that way? _____

42. Can you speak to this issue: Benefits vs. Trade Offs in your career, and career development. _____

_____

_____

_____

_____

_____

_____

43. What changes, if any, have you seen in yourself (personal character) during your career life, that you think might have been due to your work? _____

_____

_____

_____

44. Has your family situation changed in any way during your career, <u>because</u> of your career?

___ No.

___ Yes. Please describe. _____

_____

45. How much "emotional" family support do you receive concerning your working role? (Please circle one)

5 4 3 2 1

Alot Very little

46. Is the amount of support you get satisfactory compared to what you feel you need or would like to get? (Please circle one)

5 4 3 2 1

Very satisfactory Not at all satisfactory

47. Has that level of support tended to change any during your career?

___ No

___ Yes. In what way? _____

48. Do you feel any conflicts between your work role and your personal role? (i.e. Person at home vs. the person at work)

___ No, Not really

___ Yes, some conflicts, but they are easily resolvable.

___ Yes, there are conflicts, and I have to work hard to be able to live with them.

___ Other response. _____

49. If you have children, what is your attitude (briefly) about the roles you play as mother and working woman? _____

_____

_____

_____

50. How do you handle a stressful situation at work? _____

_____

_____

51. Do you, or have you ever, had any physical problems of any kind because of possible job-related stress?

___ No.

___ Yes. Do you care to describe? _____

_____

52. At what point in your career did you feel the greatest amount of stress or pressure?

___ Entry level position
___ Middle management position
___ Upper management position
___ Other. Please describe. _____

53. Was that stress, if any, due to your work or personal life, or the combination of both?

___ Not applicable.
___ Work related.
___ Personal, not related to work.
___ Combination of work and personal stress factors.

SELF RATING QUIZ ABOUT ME

Please mark how you see yourself overall in each area named on the 11 point continuum provided. Number 1 indicates the highest level, 6 would be the very middle, and 11 would indicate the lowest level.

		HIGH					MED.					LOW
54.	Self esteem (self worth)	1	2	3	4	5	6	7	8	9	10	11
55.	Selfishness	1	2	3	4	5	6	7	8	9	10	11
56.	General Daily Activity Level	1	2	3	4	5	6	7	8	9	10	11
57.	Agreeability	1	2	3	4	5	6	7	8	9	10	11
58.	Goal Setting Behavior	1	2	3	4	5	6	7	8	9	10	11
59.	Need to Avoid Failure	1	2	3	4	5	6	7	8	9	10	11
60.	Need for Feedback	1	2	3	4	5	6	7	8	9	10	11
61.	Need for Control	1	2	3	4	5	6	7	8	9	10	11

		HIGH				MED.					LOW
		1	2	3	4	5	6	7	8	9	10	11
62.	Job Satisfaction											
63.	Impulsiveness											
64.	Creativity											
65.	Acceptance of Authority											
66.	Happiness with Personal Life											
67.	Ability to Operate Under Pressure											
68.	Ability to Persist in an unpleasant but necessary job.											
69.	Tolerance of Ambiguity											
70.	Need for Status											
71.	Need for Orderliness											
72.	Contentment											
73.	Sociability											
74.	Boldness (Agressiveness)											
75.	Independence											
76.	Critical of others											
77.	Excitable											
78.	Flexible											
79.	Practical											

THE END! THANK YOU VERY MUCH